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FOR THE BLIND INC.

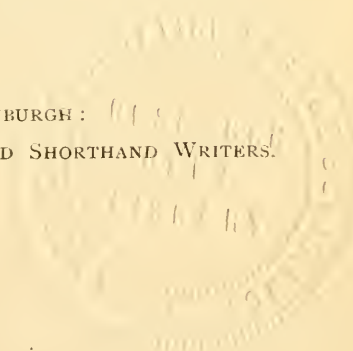


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REPORT
OF THE
INTERNATIONAL CONFERENCE
ON THE BLIND
AND
EXHIBITION

HELD AT THE
CENTRAL HALLS, EDINBURGH,
JUNE 19th, 20th, 21st, 22nd, 23rd, and 24th, 1905.

GLASGOW AND EDINBURGH: 111
WM. HODGE & CO., PRINTERS AND SHORTHAND WRITERS.
1905.



HV1575

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PRINTED BY

WILLIAM HODGE AND COMPANY
GLASGOW AND EDINBURGH



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- Scougal, Mr A. E., 1 Wester Coates Avenue, Edinburgh
- Segerstedt, Miss Amy, Molinsgatan 21, Goteborg, Sweden
- Segerstedt, Miss Wilhelmina, Molinsgatan 21, Goteborg, Sweden
- Selfe, Lient-Col. Sydney, Secretary, Association for the Blind, Tottenham Court Road, London, W.
- Selman, Mr O. C., 22 Albert Road, Westbury Park, Bristol
- Simple, Miss, 7 Strathearn Place, Edinburgh
- Seth, Professor James, 3. Queen's Crescent, Edinburgh
- Shaw, Mr A. N., B.A., Yorkshire School for the Blind, York
- Shepherd, Mr H. J., Ulster Society for the Blind, Belfast
- Siddall, Mr Albert, Home Teaching Society, Rochdale
- Sizeranne, M. Maurice de la, 31 Avenue de Breteuil, Paris, France
- Smith, Mr J. W., East Hampton, Conn., U.S.A.
- Smith, Mr Angus, 14 Hartington Gardens, Edinburgh
- Smith, Miss, 14 Hartington Gardens, Edinburgh
- Smith, Miss J. A. A., 14 Hartington Gardens, Edinburgh
- Somerville, Misses, 7 Coates Place, Edinburgh
- Stainsby, Mr Henry, General Supt. and Secy., General Institution for the Blind, Edgbaston, Birmingham
- Stainsby, Mrs Henry, Edgbaston, Birmingham
- Steel, Lady, Royal Blind Asylum and School, Edinburgh
- Stephen, Miss, 1 Park Circus, Glasgow
- Stephen, Sir Hy., Industrial Blind Institution, Sydney, N.S.W.
- Stephenson, Mr T., 137 George Street, Edinburgh
- Stevenson, Miss Flora C., LL.D. (the late), 13 Randolph Crescent, Edinburgh
- Stevenson, Mrs, 8 Belmont Crescent, Glasgow
- Stevenson, Mr W., Secretary, Society for Helping the Blind, 211 Avenue Road, Accrington
- Stewart, Rev. J. A., Killowen, Lisburn, Ireland
- Stodart, Miss, 1 Bruntsfield Crescent, Edinburgh
- Stoddart, Mr T., Manager, Royal Glasgow Asylum for the Blind, Glasgow
- Stone, Mr W. M., Headmaster, Royal Blind Asylum and School, Edinburgh
- Storar, Mrs, 44 Mount Charles, Belfast
- Stott, Mr G., Manager, Royal Blind Asylum and School, Edinburgh
- Swinnerton, Rev. J., Llandevaud Vicarage, Caerleon, Monmouth
- Swithenbank, Miss N., Carlton Street School for the Blind, Bradford
- Tansey, Rev. A., Market Rasen, Lincs.
- Tansey, Mrs, Market Rasen, Lincs.
- Tait, Mr Charles W. A., 79 Colinton Road, Edinburgh
- Tate, Mr W. H., Member of Committee, Institution for the Blind, Bradford
- Taylor, Miss Beatrice, 39 Sylvan Road, Upper Norwood, London
- Taylor, Mr W. E., 26 North John Street, Liverpool
- Taylor, Rev. A., Secretary, British and Foreign Bible Society, London
- Taylor, Mr Thomas, Superintendent, School for Indigent Blind, Hardman Street, Liverpool

- Taylor, Mr H. M., M.A., F.R.S., The Yews, Cambridge
- Templeton, Mr James, Hon. Secretary, M. to O.B., William Street, Greenhead, Glasgow
- Templeton, Mr J. S., William Street, Greenhead, Glasgow.
- Thomson, Mr William, Perth City and County H.T. Society, Wells Hill Terrace, Perth
- Thomson, John, Dumfries and Galloway H.T. Society, 25 Rae Street, Dumfries
- Thomson, Mrs, 21 Chester Street, Edinburgh
- Thomson, Miss, Royal Blind Asylum and School, Edinburgh
- Thompson, Mr James, Workshops for the Adult Blind, 44c Blackett Street, Newcastle-on-Tyne
- Thulin, M. Carl, Skeppsbron 30, Stockholm, Sweden
- Tillie, Mr William J., 39 Miller Street, Glasgow
- Tooth, Mr R. L. Lucas, F.R.G.S., Industrial Blind Institution, Sydney, N.S.W.
- Townson, Mr James, Society for Helping the Blind, Accrington
- Turner, Sir William, K.C.B., Principal of the University, Edinburgh
- Turner, Miss, c/o Mrs Hobart, Langley Terrace, Mapplewell, nr. Barnsley
- Uhrstrom, M. Wilhelm, Hornsgatan 61, Stockholm, Sweden
- Umpherston, Miss, 23 Duke Street, Edinburgh
- Varty-Smith, Miss A., Nandana, Penrith
- Walford, Mr H. E., 84 London Road, Reading
- Walker, Miss Jessie, Royal Glasgow Asylum for the Blind, Glasgow
- Walker, Miss M., Royal Glasgow Asylum for the Blind, Glasgow
- Wallace, Mrs, Bristol Avenue, Lawnsdown Road, Belfast
- Warren, Mr J. C., M.A., Hon. Secy., Midland Institution for the Blind, Nottingham
- Warren, Mrs J. C., 21 Lenton Avenue, The Park, Nottingham
- Warren, Miss D. M., 21 Lenton Avenue, The Park, Nottingham
- Warren, Miss, 48 Upper Brook Street, Manchester
- Walsh, Miss S., Home for the Blind, Cliftonville, Belfast
- Watling, Mr H., Royal Normal College, Upper Norwood, London, S.E.
- Wayne, Mr A., 98 Westminster Road, Handsworth, Birmingham
- Wayne, Mrs A., 98 Westminster Road, Handsworth, Birmingham
- Webster, Dr A. Douglas, Belleville Lodge, Blacket Avenue, Edinburgh
- Weir, Mr Richard, J.P., 15 Bernard Terrace, Edinburgh
- Williamson, Mr Andrew, 112 Nicolson Street, Edinburgh
- Wilson, Dr Andrew, 110 Gilmore Place, Edinburgh
- Wilson, Captain, D.S.O., R.A., and Mrs F. A., 41 Heriot Row, Edinburgh
- Wilson, Mr G. S., Indiana School for the Blind, Indianapolis, U.S.A.
- Wilson, Mr H. J., Secretary, Gardner's Trust for the Blind, London
- Wilson, Miss E., United Institution for the Blind, Deaf, and Dumb, Leeds.
- Wilson, Mr Thomas, 37 Buchanan Street, Leith
- Wood, Mr George J., 14 Young Street, Edinburgh
- Wright, Miss E., Hon. Secy., Workshops for the Blind, Wakefield
- Zagury, M. M., Instituto Mascaró, Lisbou, Portugal

REPORT OF THE INTERNATIONAL CONFERENCE AND EXHIBITION, JUNE, 1905.

At the close of the Conference organised by Gardner's Trust for the Blind, which was held in London in April, 1902, a General Conference Committee was appointed (see page 5) to organise a Conference at some future time.

This committee was called together in July, 1904, to consider the question, and it was at length decided to hold a Conference in June, 1905. It was subsequently arranged that Edinburgh should be the place of meeting, and that it should be an international Conference together with an exhibition.

As this was the first international Conference and Exhibition, and also the first in this country to be organised by an independent committee, an appeal was circulated amongst the various Institutions for the Blind inviting contributions to a Conference Fund in order to defray the expenses, and there was a generous response to this appeal (see page 31).

The following letter to the number of over 300 was sent by the hon. secretary on 20th December, 1904, to every Institution, Society, or other agency interested in the welfare of the blind throughout the world, so far as it was possible to ascertain them. A similar intimation was also sent to all unattached blind persons where it would appear to be of interest.

" MIDLAND INSTITUTION FOR THE BLIND,
" NOTTINGHAM, ENGLAND,
" December 20th, 1904.

" Dear Sir,

" I beg to inform you that at the Conference on the Blind, held in London in 1902, it was agreed that it was desirable that a further Conference should be held in three years' time.

" The Committee of Organisation then appointed now beg leave to announce that they have arranged

for an international Conference to be held at Edinburgh in June, 1905, in the week succeeding Whitsun week.

- “The proceedings will commence on Tuesday, the 20th June, at 10 a.m., and will be continued on Wednesday and Friday in morning and afternoon sessions. The committee hope to arrange visits on the Thursday and Saturday to some of the Institutions in Scotland, which are so well known for their industrial undertakings.
- “Reports and papers on various important subjects affecting the welfare of the blind will be brought forward and discussions will take place thereon.
- “The Conference will be in the English language.
- “In connection with the Conference it has also been decided to hold an International Exhibition, comprising all kinds of educational and technical appliances and apparatus, with specimens of work, together with manufactures by the blind.
- “I shall be obliged by your informing me as soon as possible whether your Institution or Society will send representatives to the Conference, and, if so, how many are likely to be present.
- “A programme of the proceedings, together with the regulations, will be forwarded to you in due course, together with a card or cards of invitation should representatives from your body desire to attend the Conference.
- “I shall also be obliged if you will let me know if you wish to make application for space at the International Exhibition, stating the nature of the exhibits and the space likely to be required.
- “All applications for space must be made before 1st March, 1905.”

“I have the honour to be,

“Your obedient Servant,

“H. W. P. PINE,

“*Hon. General Secretary.*”

A number of meetings were held by the committee during the twelve months preceding the Conference, and the whole matter was very carefully considered, when the following programme and regulations were at length settled:—

Programme of Conference.

SUNDAY, 18th JUNE.

A Special Service in connection with the Conference in Lady Glenorchy's Parish Church, Roxburgh Place, at 6-30 p.m. Sermon by Rev. Thomas Burns, F.R.S.E. Blind Choir from West Craigmillar School.

MONDAY, 19th JUNE.

The Exhibition, comprising Educational and Technical appliances and apparatus connected with the instruction and training of the Blind, with specimens of work and manufactures by the Blind, opened by George M'Crae, Esq., M.P., at 8 p.m.

At 7-30 p.m. a Short Religious Service conducted in the Large Hall by the Rev. Lewis Davidson, West Mayfield United Free Church.

Organ Recital at 7-10.

TUESDAY, 20th JUNE. 10 a.m. to 1 p.m.

Chairman—The Right Hon. THE EARL OF HADDINGTON
(*President of the Royal Blind Asylum, Edinburgh*).

Conference opened with Prayer by the Rev. John Whyte, M.A., Minister of South Leith Parish.

After a welcome to the Members of the Conference and the Chairman's Opening Address, the reading of Papers* on the various selected subjects.

Subject—"EDUCATION OF THE BLIND."

"The Primary Education of the Blind, and the Blind and Deaf Act of 1893," by Mr Henry Stainsby, General Superintendent and Secretary of the Institution for the Blind, Birmingham.

Discussion introduced by Rev. H. T. G. Kingdon, M.A., Superintendent of the Blind Asylum, Bristol.

* These Papers will take the form of collaborated Reports from inquiries made on the various subjects and information gathered from different sources.

2 to 5 p.m.

Chairman—The Right Hon. THE EARL OF HADDINGTON.

"Secondary Education and the Act of 1902, with special reference to Education and Training for the Blind above 16 years of age," by Mr W. H. Illingworth, Superintendent of Henshaw's Blind Asylum, Manchester.

Discussion introduced by Mr Councillor Royle, Chairman, Henshaw's Blind Asylum.

"British Braille, and an account of what has been accomplished by the British Braille Committee." Report read by Mr H. W. P. Pine, Superintendent and Secretary of the Midland Institution for the Blind, Nottingham.

At 8 o'clock p.m., by the kind invitation of the Lord Provost, an

OFFICIAL WELCOME

to Members of the Conference by the Lord Provost and Corporation of the City of Edinburgh in the City Chambers.

WEDNESDAY, 21st JUNE. 10 a.m. to 1 p.m.

Subject—"EMPLOYMENT OF THE BLIND."

Chairman—Lieut.-Colonel J. A. S. COLQUHOUN.

"The problem of the better and more general employment of the Blind," by Mr C. Macdonald, Manager of the Institution for the Blind, Dundee.

Discussion introduced by Mr J. H. Hewitt, Manager of the Workshops for the Industrious Blind, Belfast.

2 to 5 p.m.

Chairman—Sir ANDREW MURE.

"A Central Bureau and a National Register, the best means of bringing them into existence, and the benefits to be derived," by Mr A. B. Norwood, M.A., Superintendent of the Yorkshire School for the Blind, York.

Discussion introduced by Mr F. J. Munby, Hon. Secretary of the Yorkshire School for the Blind, York.

VISIT TO INSTITUTION AND CONCERT.

A visit arranged for the Members of the Conference to the Edinburgh Institution at West Craigmillar (a suburb of Edinburgh), on Wednesday evening at 8 o'clock. Light refreshments provided, and an interesting programme of music rendered.

The Workshops at 58 Nicolson Street open to Members during the week.

THURSDAY, 22nd JUNE.

By the kind permission of the Managers and Superintendent of the Royal Glasgow Blind Asylum, an Official Visit to be paid to that Institution by the Members of the Conference.

FRIDAY, 23rd JUNE. 10 a.m. to 1 p.m.**GENERAL SUBJECTS.**

Chairman—Sir WILLIAM TURNER, K.C.B., D.C.L., LL.D., D.Sc.,
Principal of Edinburgh University.

“The Problem of the ‘Defective’ Blind and its best solution, with special reference to the Report issued by the Committee appointed at the last Conference,” by Mr Henry J. Wilson, Secretary of Gardner’s Trust for the Blind.

Discussion introduced by Mr B. P. Jones, Superintendent, &c., of Blind and Deaf Schools, London.

“The Outdoor Blind of Scotland,” by Mr J. Frew Bryden, Superintendent of Mission to Outdoor Blind for Glasgow and the West of Scotland.

Discussion introduced by Mr C. W. Ness, Superintendent of Mission to Outdoor Blind for Edinburgh and the South-East of Scotland.

2 to 5 p.m.

Chairman—Sir COLIN G. MACRAE, W.S.

“Boards of Guardians and their relation to the Blind,” by Mr W. H. Tate, a member of the Committee of the Bradford Institution for the Blind.

Discussion introduced by Dr Ranger.

The Conference closed with Prayer by the Rev. E. Tansey.

EVENING CONCERT.

A Grand Public Concert in the Conference Hall at 8 p.m., by eminent Blind Artistes and the West Craigmillar Choir, free to Members of Conference.

SATURDAY, 24th JUNE.

By the kind permission of the Directors and Manager of the Dundee Institution for the Blind, an Official Visit to be paid to that Institution by the Members of the Conference.

Regulations for the Conference.

1. That no person be admitted to the Conference without a card of invitation with his or her name written upon it, or other evidence of having been invited. All cards will be numbered and untransferable.
2. That the selected compilers of Papers be limited to 30 minutes.
3. That each Paper as soon as read be followed by a discussion, and that the length of the discussion be determined by the Chairman of the respective sessions.
4. That any Member of the Conference desirous of speaking on any subject in a session, shall send, during the meeting, his card, giving his description or connection with the cause of the Blind, to the Chairman, and await his call.
5. That speakers be limited to 10 minutes, but that this period may be reduced or extended in special cases, at the discretion of the Chairman.
6. That all questions in regard to limiting or extending the length of the speeches, and the selection of speakers whose cards have been sent up, be in the discretion of the Chairman, whose decision shall be final.
7. That speakers shall address the Chairman, and confine themselves strictly to the subject under discussion.
8. That no Member be permitted to speak twice in the same discussion except to a point of explanation.
9. That no formal resolution be moved at any meeting of the Conference except by consent of, and by arrangement with, the General Committee.
10. That the official language of the Conference be English.

NOTE.—The Hon. General Secretary's bell will give warning two minutes before the allotted time for papers or speeches, and will sound again at its expiration.

Regulations for the Exhibition.

1. The Exhibition will be open from 8 to 10 on Monday evening, and daily from 10 a.m. to 9 p.m. on Tuesday, Wednesday, Thursday, and Friday.
2. The charge for admission to the Exhibition will be 6d. each for adults and 3d. for children, but it will be free to Members of the Conference on showing their cards of invitation.
3. Limited space will be granted, free of cost, to Exhibitors of goods made by the Blind, or for appliances and machines intended for their use.
4. A list of the exhibits proposed to be sent must be forwarded to Mr. Stott on or before 15th May.
5. All articles exhibited, being either "specimens of work" or "manufactures by the Blind" (see page 26), must be the *bona fide* work of the Blind, or, if otherwise, the amount of sighted labour must be specially stated.
6. All articles for exhibition must have attached to them an official label, application for which, stating the number of labels required, must be made to Mr. Stott, Manager, Blind Asylum, Edinburgh.
7. All exhibits must be sent, and will be returned, at the risk of the Exhibitors, and all charges must be paid by them.
8. All exhibits must be received not later than Friday, 16th June, and must be sent carriage paid, addressed to Mr. Stott, Central Halls, Tollerross, Edinburgh.
9. Every care will be exercised in regard to the exhibits, but the Committee will not hold themselves responsible for any loss or damage caused thereto while in their possession.
10. Articles may be for sale if desired, but nothing must be removed until the close of the Exhibition on Friday evening. It must, however, be distinctly understood that all goods are sent for *Exhibition purposes only*.

Official invitations and programmes of proceedings were sent to the British Government and to every Government in Europe, as well as Egypt, Canada, and the United States of America. A programme of proceedings was also sent to all the chief town and county Education Committees throughout this country.

Telegrams were read from the Adelaide Institution and Dr. Mascaro, of Instituto Mascaró, Lisbon, apologising for absence, and wishing the heartiest success to the Conference. The following resolution was also submitted to the Conference, passed at the annual meeting of Governors, held at the Yorkshire School for the Blind, York, 12th May, 1905:—

“Resolved that this meeting, recognising that the blind are an important and influential part of the community needing not the pity but the active sympathy of all around them, welcomes the fact that an International Conference on the Blind is to be held at Edinburgh in June next, and desires to send to the President the best wishes of the Governors of the Wilberforce Memorial for the success of that important gathering.

(Signed) “ARTHUR P. PUREY CUST (Dean),
 “*Chairman of Committee.*”

Letters expressing regret at their inability to be present and wishing all success to the Conference were received from Mr. William Harris, Mr. Hedger, Institution for the Blind, Sydney; the Principal, Institution for the Blind, Dresden; the Secretary, Institution for the Blind, Zurich; and Mr. E. E. Allen, Pennsylvania School for the Blind, U.S.A., and official replies were received from the Governments of Great Britain, Canada, the United States, Egypt, Norway, and Austro-Hungary expressing thanks for the invitation, but regretting inability to send official representatives.

International Exhibition.

SUMMARY.

CLASS I.—INSTITUTIONS.

- (A) HOME.—Association for the Welfare of the Blind, Tottenham Court Road, London.
 Barclay Home for the Blind, Brighton.
 General Institution for the Blind, Birmingham.
 Henshaw's Blind Asylum, Manchester.
 Institution for the Blind, Bradford.
 Institution for the Blind, Dundee.
 London County Council Education Committee, London.
 Midland Institution for the Blind, Nottingham.
 Northampton and County Blind Association, Northampton.
 Northern Counties Blind Asylum, North Shields.
 Roman Catholic Blind Asylum, Brunswick Road, Liverpool.
 Royal Blind Asylum and School, Edinburgh.
 Royal Normal College, London.
 Royal Victoria School for the Blind, Newcastle-on-Tyne.
 School for the Indigent Blind, Hardman Street, Liverpool.
 Swiss Cottage, Upper Avenue Road, London.
 West of England Institution for the Blind, Exeter.
 Workshops for the Blind, Cardiff.
 Workshops for the Blind, Wakefield.
 Workshops for the Industrious Blind, Belfast.
 Yorkshire School for the Blind, York.

- (B) FOREIGN.—Bombay American Mission School.
 Lisbon and Oporto, Rodriguez.
 Lisbon, Mascará.
 Trogen, Switzerland.
 Vienna, Austria.
 Paris, France.

CLASS II.—SOCIETIES, &c.

- (A) HOME.—British and Foreign Blind Association, London.
 Gardner's Trust for the Blind, London.
 Home Teaching Society, Aberdeen.
 Home Teaching Society, Bristol.
 Institute for Massage, London.
 Mission to the Outdoor Blind, Glasgow.

- (B) FOREIGN.—Naples.

List of Exhibits.

Class I.—EXHIBITS BY INSTITUTIONS FOR THE BLIND.

(A) HOME.

Association for the Welfare of the Blind, 258 Tottenham Court Road, London, W.—Baskets, including Soiled-Linen, Waste-Paper, Office, Laundry, Message, Travelling, &c. ; Brushes, including Hair, Cloth, Flesh, Domestic, Stable, &c.

Barclay Home for the Blind, Brighton.—General Specimens of Industrial Work, and Loom with girl to work it.

General Institution for the Blind, Birmingham.—Baskets, including Waste-Paper, Letter, Flower, Hamper, &c. ; Mats, including Wool Rug, Bordered, Brush, &c. ; Carpentry—Corner Cupboard, Book-Shelf, What-Not, Boxes, Stool ; Knitted Goods—a general assortment of Hand and Machine-Knitted Socks, Vests, &c. ; Brushes—Cloth, Hair, Hat, Furniture, &c. ; Typewriting—Specimens of Typewriting and Duplicating Work.

Henshaw's Blind Asylum, Manchester.—Needle-Work—a general assortment of Knitted Goods, including Hat, Bonnet, Jacket, Vest, Slippers, Shawl, &c. ; Kindergarten Work, including String Boxes, Flowerpot Covers, Pincushions, Rattles, Teapots, and various Baskets ; Mats, including Chain, Brush, Wool-Bordered, &c. ; Baskets, including Soiled-Linen, Clothes, Luncheon, Packing-Skip, &c.

Institution for the Blind, Bradford.—Needle-Work—a good selection of Shawls, Dolls' Clothing, Slippers, Bodices, Socks, Petticoats, Curtain-Bands, Gaiters, &c. ; Brushes, including Broom Heads, Hearths, Banisters, Furniture, Shoe, Plate, Window, Dandy, &c. ; Baskets, including Soiled-Linen, Dog, Picnic, Paper, Laundry, Hamper, &c. ; Mats, including Yarn, Chain, and Wool-Bordered.

Institution for the Blind, Dundee.—Fire-Lighters.

London County Council, Wimbledon.—Kindergarten Work, &c., including Bead-Work, Curtain-Holders, Waist-Belts, Pincushions, Picture Frames, Tea Cosies, Muffs, Socks, Stockings, Blouse, Net-Bags, Wool Rugs, &c.

Midland Institution for the Blind, Nottingham.—Needle-Work, including Silk Shawls, Silk Stockings, Cotton Tray Cloths, &c. ; Wood-Work, including Graded Exercises in Planing, Edging, Chiselling, &c. ; Boxes, Brackets, Trays, Book-Shelf, &c. ; Brushes, including

Saddlers', Household, Fancy, Picture, Hearth, &c. ; Baskets, including Nottingham Lace Curtain Hamper, Fancy Wicker Chairs, Waste-Paper, Hand, and Flower Baskets ; Mats—Wool-Bordered, Yarn, Chain, and Checked, Striped, and Plain Matting ; Swedish Hand-Loom Weaving—Loom will be worked by a blind girl, and Dusters, Aprons, Glass Cloths, Dress Serge, &c., will be shown.

Northampton and County Blind Association, Northampton.—Baskets, including Garden Chair, Travelling Hamper, Dress, Gent.'s Hat, Bakers', Butchers', &c. ; Brushes, including Cloth, Scrubbing, Spoke, Harness, Horse, Water, Shoe, Hat, &c. ; Mats—Coir Yarn.

Northern Counties Blind Society, North Shields.—Baskets, Chairs, Mats, and Embossed Books.

Roman Catholic Blind Asylum, Brunswick Road, Liverpool.—Nature of Exhibits not intimated.

Royal Blind Asylum and School, Edinburgh.—Needle-Work and Knitting, including Night-Dress, Pinafore, Machine Sewing, Dolls' Clothing, Shawls, Petticoats, Spencers, Socks, Stockings, Capes, Curtain-Bands, &c. ; Kindergarten Work, including Baskets, Candlesticks, Satchels, Tea-Cups, &c., in Bead Work ; Bent-Iron Work, including Music-Stand, Flower-Stand, Letter-Rack, &c. ; Wood-Work, including Photo Stands, Small Boxes, Book-Cases, Trays, Wheelbarrow, &c. ; Printing Department—a number of well-known Books, as per list ; also copies of "Hora Jucunda," "Craigmillar Harp," "Craigmillar Poems," &c. ; Baskets—Chair, Linen, &c. ; Brushes—a selection of ordinary Household and other Brushes and Brooms ; Mats—Chain, Brush, and Wool-Bordered ; Bedding—Hair Mattress, Bolster, and Pillows.

Royal Normal College, Upper Norwood, London.—Sloyd-Modelling, Kindergarten Specimens, Pictures, &c.

Royal Victoria School for the Blind, Benwell Dene, Newcastle-on-Tyne.—Selection of Twelve Maps in Relief for the use of the Blind.

School for the Indigent Blind, Hardman Street, Liverpool.—Baskets, including Waste-Paper, Letter, Travelling, Clothes, Flower, Plate, &c. ; Mats, including Brush, Chain, Yarn, &c. ; Modelling and Kindergarten Work, including Flowers, Brushes, Baskets, Wool-Work, Stools, &c. ; also a considerable assortment of Books—new and old—for use by the Blind, and a collection of Curios.

Swiss Cottage, Upper Avenue Road, London.—Fretwood Maps of France, Spain, and (Railway) England and Wales ; Copy of "Hampstead Braille Magazine."

West of England Institution for the Blind, Exeter.—Needle-Work, including Cycling, Shooting, and Children's Stockings, Socks, &c. ; Wood-Work and Modelling, including Marking, Edging, Planing, Squaring, &c. ; and a number of Models.

Workshops for the Blind, Cardiff.—Baskets, including Hamper, Linen, Cane Coal ; Needle-Work, &c., including Shirts, Gent.'s Socks, &c.

Workshops for the Blind, Wakefield.—Baskets, Rugs, and a selection of Knitted Goods.

Workshops for the Industrious Blind, Belfast.—Nature of Exhibits not intimated.

Yorkshire School for the Blind, King's Manor House, York.—Baskets, including Wine Hampers, Garden Seats, Game Hampers, Travelling, Dog, Soiled-Linen, Bottle, Umbrella, Waste-Paper, Message, Cycle, Key, &c.; Brushes, including Bass Brooms, Sweeping, Laundry, Shoe, &c.; Mats, including Yarn, Wool-Bordered, Fibre, and Kneeling; Needle-Work, including Stockings, Dolls' Clothing, Slippers, Petticoats, Gaiters, Tray-Cloths, Scarves, &c.; Educational Appliances—a selection of Books, past and present; also samples of first Kindergarten Work.

(B) FOREIGN.

American Mission School for the Blind, Bombay.—A few small specimens of Work and Photographs.

Rodriguez Institute for the Blind, Lisbon and Oporto.—A collection of Books and Manufactures made in Workshops.

Mascaró Institute for the Blind, Lisbon.—Appliances and Apparatus, with specimens of Work, Books, &c.

Institution for the Blind, Trogen, Switzerland.—Annual Reports and other Papers of Twenty-four Institutions in Switzerland, and possibly some Manufactures.

Institution for the Blind, Vienna, Austria.—Books.

Institution for the Blind, Paris, France.—Brushes, Baskets, &c.

Class II.—SOCIETIES, &c.

(A) HOME.

British and Foreign Blind Association, London.—Interlining Frames, Stiles, Erasers, Braille Writers, Pocket Frames, Arithmetic Frames, Chess and Draught Boards, with sets of Men, Trays, Alphabets, Maps, and a general selection of Books.

Gardner's Trust for the Blind, London.—A miscellaneous collection of interesting articles connected with the Education, &c., of the Blind.

Home Teaching Society, Aberdeen.—Nature of Exhibits not intimated.

Home Teaching Society, Bristol.—Knitted Goods, including Babies' Boots, Bonnets, Jackets, Knickerbockers, Vests; also Ladies' Blouse, Bodice, Cape, Petticoat, Stockings, Shawls, Slippers, &c., and a selection of Boy and Girl Dolls in various costumes.

Institute for Massage, London.—Demonstrations by blind operators.

Mission to the Out-door Blind, Glasgow.—Shawls, Jackets, Slippers, Semmits, Combinations, Spencers, Jerseys, Petticoats, Drawers, Dolls, Stockings, &c.

(B) FOREIGN.

Institution for the Blind, Naples.—Collection of Rules, Reports, Pamphlets, and Illustrative Photographs.

Class III.—BRAILLE-WRITING APPARATUS, APPLIANCES, BOOKS, MAPS, &c.

(A) HOME.

Beareu, Miss G., Bryn-yr-Hydd, Llowes, Hay, by Hereford.—Baskets, Knitted Goods, Patchwork, Picture Frame, Draught Board, &c.

Braille Printing and Publishing Co., 24b St. Giles Street, Edinburgh.—A selection of Books.

Bull, Arthur Bernards, Cottenham, Cambridgeshire.—Guides and Boards, Pocket Frame, Printed Pamphlet, &c.

Knowles, Rev. J., 65 Hillfield Park, Muswell Hill, London.—London Point System and Embossing Method, &c.

London Society for Teaching the Blind, London.—Maps, as previously entered.

Society for Embossing, &c., in Moon Type, 104 Queen's Road, Brighton.—Books in various languages, including English, French, German, Swedish, Welsh, Bengali, Ningpo, Arabic, &c.; also Writing Frames.

Selman, Professor, 22 Albert Road, Westbury Park, Bristol.—Hand-Writers for the Blind, and Superposed Braille and Letter-Writer.

Watson, C. S., 40 Larkspur Terrace, Jesmond, Newcastle-on-Tyne.—“Raphael” Writers.

Wayne, Alfred, 98 Westminster Road, Handsworth, Birmingham.—Embossed Shorthand Typewriter, Automatic Braille Writer, Interlining Machine, Pocket Frame, Pocket Guides, Cushion and Wires for Geometry, Maps, &c., Reversible Alphabet Case.

(B) FOREIGN.

Gordon-Cumming, Miss C. F. (for the Blind of China), College House, Cripps.—Chinese Books for the Blind, and other literature.

Committee for International Interest for the Blind, Leipzig.—Map, set of Maps, Writing Machine, and Shorthand Machine.

Kunz, Herr, Mulhausen.—Maps, Embossed Pictures, &c.

Wait, W. B., Institution for the Blind, New York.—Pamphlet describing Stereograph and Kleidograph.

Class IV.—NEWSPAPERS AND MAGAZINES.

“Eyes for the Blind.”

“Hampstead Magazine.”

“Hora Jueunda.”

“Santa Lucia.”

“Weekly Summary.”

Class V.—TYPEWRITERS.

Densmore Typewriter Company.

Practical	„	„
Remington	„	„
Smith-Premier	„	„
Williams	„	„

Class VI.—SEWING AND KNITTING MACHINES.

Dulcitone—Thomas Machell & Sons, Glasgow.

Harrison Knitter—Knitting Machine Co., Ltd., Manchester.

Preston Knitter—James Foster, Preston.

Singer Manufacturing Company.

Griswold Knitting Machine—J. L. Berridge & Co., Leicester.

Subscriptions received for Conference Expenses.

The Royal Blind Asylum and School, Edinburgh	...	...	£25	0	0
Gardner's Trust for the Blind, London	...	...	10	0	0
The British and Foreign Blind Association, London	...	...	5	5	0
Royal Normal College and Academy of Music for the Blind, London	...	...	5	5	0
London Society for Teaching the Blind to Read, Upper Avenue Road, London	...	...	5	5	0
The School for the Blind, Leatherhead, Surrey (late of St. George's Circus)	...	...	5	5	0
Barclay Home and School for the Blind, Brighton	...	...	5	5	0
The General Institution for the Blind, Birmingham	...	...	5	5	0
The Ulster Society for Promoting the Education of the Blind and Deaf and Dumb, Belfast	...	...	5	5	0
Royal Glasgow Asylum for the Blind, Glasgow	...	...	5	5	0
Hants and Isle of Wight Blind School and Home, Southsea	...	...	5	5	0
Blind School, Broomhill, Sheffield	...	...	5	5	0
Association for Employment of the Industrious Blind, Belfast	...	...	5	5	0
Dr. Ranger (to be devoted to Conference if needed)	...	...	5	5	0
Earl of Haddington	...	...	5	5	0
The Bradford Incorporated Institution for the Blind, Bradford	...	...	5	0	0
Henshaw's Blind Asylum, Manchester	...	...	5	0	0
Homes for the Blind for N. and N.E. Lancashire, Preston	...	...	5	0	0
Royal Victoria School for the Blind, Newcastle-on-Tyne	...	...	5	0	0
Swansea and South Wales Institution for the Blind, Swansea	...	...	5	0	0
The Midland Institution for the Blind, Nottingham	...	...	5	0	0
School for the Indigent Blind, Hardman Street, Liverpool	...	...	5	0	0
Liverpool Workshops for the Outdoor Blind, Cornwallis Street, Liverpool	...	...	5	0	0
United Institution for the Blind and Deaf and Dumb, Leeds	...	...	5	0	0
Bristol Asylum or School of Industry for the Blind, Bristol	...	...	5	0	0
Association for the General Welfare of the Blind, Tottenham Court Road, London	...	...	5	0	0
The Aberdeen Asylum for the Blind, Aberdeen	...	...	5	0	0
Wm. Harris, Esq.	...	...	5	0	0
West of England Institution for the Blind, Exeter	...	...	3	3	0
Yorkshire School for the Blind, York	...	...	3	3	0
The Institution for the Blind, Dundee	...	...	3	3	0
Home Mission Work among the Blind, Belfast	...	...	3	3	0
Institution for the Blind, the Deaf, and the Dumb, Stockport	...	...	2	2	0
Northern Counties Institute for the Blind, Inverness	...	...	2	2	0

Workshops for the Blind of Kent, Greenwich, London ..	...	£2	2	0
Manchester and Salford Blind Aid Society, Manchester	...	2	2	0
Workshops for the Adult Blind, Newcastle-on-Tyne	...	2	2	0
Institution for the Blind, Leicester	... ..	2	2	0
Blind Women's Industries, Oldham	... ..	2	2	0
The Cardiff Institute for the Blind, Cardiff	... ..	2	2	0
National League for the Blind, London	... ..	2	2	0
Nottingham Education Committee, Nottingham	... ..	2	2	0
Miss Beatrice Taylor	... ..	2	2	0
Cheltenham and Gloucestershire Association for the Blind,				
Cheltenham	... ..	1	1	0
Workshops for the Blind, Wakefield	... ..	1	1	0
Incorporated National Lending Library for the Blind, London		1	1	0
F. O. Smithers, Esq., London	... ..	1	1	0
Penrith Blind Visiting Society, Penrith	... ..	1	0	0
Carlisle and Cumberland Association	... ..	1	0	0
Miss G. Beavan, Hay, by Hereford	... ..	0	10	0
		<u>£210</u>	<u>13</u>	<u>0</u>

International Conference on the Blind—Edinburgh, June, 1905.

HONORARY SECRETARY'S STATEMENT OF ACCOUNT.

[illegible]

Examined and found correct.—All Vouchers have been produced to me.

H. W. P. PINE, *Hon. General Secretary.*

FRANCIS ATKIN, Chartered Accountant, *Honorary Auditor.*

Dated at NOTTINGHAM this 16th day of January, 1906.

REPORT.

Sunday Evening, 18th June, 1905.

A SPECIAL SERVICE was conducted in Lady Glenorchy's Parish Church, Edinburgh, by the Rev. Thomas Burns, F.R.S.E., minister of the parish. There was a large congregation, and the praise was efficiently led by a choir from West Craigmillar Asylum School. Mr. John Wishart, a distinguished musician, and old pupil of the Blind Asylum School, presided at the organ. The text was Matthew ix. 29, "Then touched He their eyes." The preacher referred to Christ's mission—His human love for human redemption. The sight of suffering always appealed to Christ. He alluded to Christ's love for the blind, and His practical proof of His interest in their welfare and happiness, and pointed out what Christianity had done for the blind. The preacher reviewed the history of the Scottish Institutions for the Blind, emphasising the vast developments which had taken place in recent years, and urged upon his audience the importance of never relaxing their efforts. For this great purpose this Conference was being held in Edinburgh, and upon its meetings he prayed that the blessing of God might rest.

Monday, 19th June, 1905.

Rev. LEWIS DAVIDSON—My friends, the Conference that is now to begin seems to me to be a remarkable illustration of a movement of modern feeling and of the modern mind that finds striking expression in the memorable phrase, the union of all who love in the service of all who suffer. I need say nothing about the spirit that has called this Conference together—it is the spirit of love, the grace of all others the best. I know of no association of man that is so calculated to bring out the spirit of love and the grace of love as intimacy with the blind.

Our love for the blind does not rise from the sense of pity or sympathy with them in misfortune alone, but I believe that our love for the blind rises from the intimacy of friendship with and admiration for them, for what we find in them in the way of personal friendship and for the remarkable courage with which they face the tasks of life that are set before them. Only those who are brought into contact with the blind can realise how love springs up in our hearts for them. I have read those portions of Scripture this evening to remind you that besides love, which must be in the hearts of all who work for humanity, there are other two feelings which we should strenuously cultivate, namely, the spirit of faith and the spirit of hope. The spirit of faith, faith in an over-ruling God, who is goodness and who is love itself, faith in Him who is declared to be light and in whom is no darkness at all. In a world in which deprivations and limitations of various kinds prevail, think of the teaching of our great Master and Saviour Jesus Christ. How full of confidence He was in the heavenly Father. Whatever be our circumstances and trials, let us have faith in God and believe that He will provide us with all those things that are needful for body and soul. The worker in the cause of suffering humanity could not go on with his task unless he had a great hope and believed that by the blessing of God on the efforts of men working with him the eyes of the blind shall be opened, and the lame shall walk, and the ears of the deaf shall be unstopped, and a new heaven and a new earth are to dawn in which God Himself will be the eternal Light, God and the Lamb in which all the distress of humanity shall be removed, when there will be a new heaven and a new earth wherein dwelleth righteousness.

The Rev. Mr. Davidson then engaged in prayer.

After the meeting had sung the 2nd Paraphrase, "Oh God of Bethel," the benediction was pronounced.

Mr. PINE—The proceedings will now take place in the other room, where Mr. George M'Crae will open the exhibition.

The meeting adjourned to the exhibition, Mr. F. J. Munby, hon. secretary Yorkshire School for the Blind, York, taking the chair.

The CHAIRMAN (Mr. F. J. Munby)—In default of a better representative in the chair, I, as a member of the Conference Committee, have been called upon to occupy it. I have pleasure in introducing to you, if I may use the word, because you

know the gentleman well and much better than I do, Mr. George McCrae, member of Parliament, who will open this exhibition.

Mr. GEORGE McCRAE, M.P.—Mr. Chairman, ladies and gentlemen, without at all trespassing on the more formal official welcome that you will get to-morrow from the Corporation, I think I may in an informal way welcome all the visitors to our fair and historical city of Edinburgh. I have very much pleasure in being here to-night, because my association with the blind is not quite of recent date. For many years I had the honour of representing St. Leonard's Ward in the Town Council of Edinburgh, in which are situated the workshops of the Blind Asylum. I had to make my speeches to the workers in those workshops and to be heckled by them. They certainly are good hecklers! When I had the honour of taking a seat in Parliament, representing, I am glad to say, the same district, they turned from municipal matters to politics, and they were none the less assiduous in their inquiries. Now, ladies and gentlemen, I think the committee are to be congratulated on this very large gathering to-night. That speaks well for the success of the Conference which is to be continued day by day during this week. What strikes a politician who is on holiday, and who then begins to moralise, is that this is an age of contradictions. I don't know if it has struck you so forcibly as it has often struck me, that while we have on the one hand self-centred materialism, on the other hand this is an age of sympathy, and I don't think there ever was a time in which good work found better support than in these degenerate materialistic days in which we live. Now that is a great compensation. It is displayed in our social life in trying to ameliorate the conditions of those who live in our slum districts; it is shown in institutions such as are represented here to-night. It gives me very great pleasure, indeed, to have the honour to be here this evening, and to open such an exhibition as I see before me. I am not going to make a speech in the ordinary sense of the term. I was asked only to say a few words of welcome, but there is one thing I must say, and it is this, that my contact with the blind has impressed me with this, that you will find the greatest culture amongst those who are self-centred and who can concentrate their thoughts and minds on higher things, on the higher problems of the day. I think if there is one fault that may be attributed to us of the present day it is that we read too much and we think too little. Now, you will find people, as I have done, who have been deprived of the gift of sight, who had their other senses, as it were, quickened in such a way that they found their compensations. I need not say that they have not been denied the great compensation of music; every day is giving them

greater facilities for reading. Just the other day I had the pleasure of receiving a book from one of our townsmen, Mr. Maclaren, who has evidently improved on the method of producing the Braille system of reading. This is an age of cheapness, and I understand that this work can be done in a much cheaper way than formerly. I would say this, however, that perhaps the greatest compensation of all is that they have not been denied the power to work, as is shown by this room to-night, so full of all those pleasing and useful articles. After all, I think there is nothing more consoling than that sentence of Carlyle, where he says that there is a perennial nobleness in work. To my mind the greatest punishment to which any man or any woman in his or her full senses and prime of life can be subjected is the punishment of continual idleness. We have here an exhibition of how those who have been deprived in one way have had their energies concentrated in another, and how they have been able to produce these beautiful articles which we see before us to-night, and are enabled to enjoy life in perhaps a higher way than some of us who, with all our advantages, do not bring the same energy and the same spirit to bear. Now, I am not going to detain you further. I ask you to look round this wonderful exhibition. I believe that this Conference, representing different parts of the world, will be a brotherhood of nations, and in discussing the various means of improving the condition of the blind and of elevating their thoughts and giving them still greater pleasure in life, will have a fruitful result and will be looked back upon with great pleasure. I am sure it will be looked upon with great profit by all those who take part in it. Ladies and gentlemen, I have very much pleasure in declaring this exhibition open.

The CHAIRMAN—I wish to ask the Secretary, Mr. Pine, who has done most excellent work, to say a few words.

Mr. PINE—Mr. Chairman, ladies and gentlemen, I am sure you will agree with me that it is with feelings of very great satisfaction that we find ourselves gathered together on such an important occasion to consider what we can do to further the cause of the blind. For myself, it is with very much pleasure and with a grateful heart that I find myself in the position of meeting you here at this our first gathering. The committee appointed at the end of the Gardner's Trust Conference three years ago, of which it has been my privilege to act as hon. secretary, have for some time been labouring anxiously in the endeavour to bring together all those interested in the cause of the blind to discuss very important questions for their benefit. We are very glad, indeed, therefore to see so large a gathering of friends and workers in this great cause, and it is very pleasing

to me to have now the opportunity of making the personal acquaintance of many with whom I have previously been in correspondence. In considering the scope and arrangements of this Conference, one of the primary points the committee decided was that it should be an international one, and that there should also be an exhibition. This is the first time there has been an international Conference of the blind in this country, and it is the first time there has been gathered together an exhibition such as you see before you. It has not, I may remark, been altogether an easy matter. There have been many difficulties and anxieties, but we have tried to do our very best. I doubt not that during to-morrow and the succeeding days of the Conference you will listen to many speeches, and that many theories will be propounded and discussed. While that, of course, is a very good thing, we thought that it would also be very useful, and lend a very considerable interest to our proceedings if we were able to see something of the practical side of our work, and so we determined to organise this exhibition, to which all the Institutions at home and abroad have been invited to contribute for the two-fold object of showing each Institution what is being done by others, and also of calling the prominent attention of the public to the work done by the blind. One of the subjects which is to be discussed during the Conference—and, to my mind, one of the most important subjects to be brought forward—is the “Problem of the Better and More General Employment of the Blind.” I think that such an exhibition as this which we are now met to open will show what the blind can do, and I hope the exhibits will have an effect on the minds of the public in the way of helping to solve that problem of the better employment of the blind. If the public are made aware that the blind can make these things, we may fairly hope and expect that it will have the effect of increasing the employment which we so desire for them. This is not only the first international Conference and exhibition in this country, but I may be permitted to point out one other feature, that this is the first Conference organised by an independent committee appointed for that special purpose. It is true there have been several previous Conferences, but they have been promoted and organised by one or other of the various Institutions. I most sincerely hope that our efforts and deliberations during the coming week will be crowned with success, and that beneficial and lasting results will follow in this our undertaking. Let me say, in conclusion, that we may not have done all that the exhibitors would have desired. Some of the exhibits, however, arrived very late, but we have done our best to arrange these in the very short time at our

disposal. If those interested in any particular exhibit wish to rearrange them they are at liberty to do so, provided that they take the space only that has been allotted to them.

The CHAIRMAN—I am sure you will be glad to hear what Mr. Pine has said. I now ask Mr. Tate, of Bradford, to move a vote of thanks to Mr. M'Crae for his kindness in coming here to open this exhibition.

Mr. W. H. TATE (Institution for the Blind, Bradford)—Mr. Chairman, ladies and gentlemen, it affords me much pleasure to submit the resolution, that we present to Mr. M'Crae our thanks for the service he has rendered so admirably this evening. Three years ago we had before us the promotion of a Central Bureau in London, which should be a permanent Institution acting on behalf of all the Institutions of the country, and, if need be, of the world. If we can, as the result of this Conference, bring about the establishment of this Central Bureau, and after five years of work show the Government that it is of national benefit to the blind, possibly we might have the assistance of Mr. M'Crae in asking the State to take over the Bureau, and finance it to the end. I beg to move a hearty vote of thanks to Mr. M'Crae.

The CHAIRMAN—I ask Mr. Stainsby, of Birmingham, whose name is so well known to you, to second this proposal.

Mr. HENRY STAINSBY (General Institution for the Blind, Birmingham)—I am not prepared to make a speech to-night, and therefore you must not expect one from me. I rejoice very much to see such a large assembly here for the purpose of witnessing the opening of this exhibition and inspecting some of the work which the blind have done. I say, "some of the work," because what is on exhibition is but a very small portion of what they have done and what they can do. I think we shall find in looking round the exhibition that the bulk of the work represents that which is provided to *find employment* for the blind. As has been already said, the most important subject that we have to deal with at this Conference is the employment of the able-bodied and willing blind. I do hope that this exhibition and this Conference will not end, as some others have ended, in our going away, and saying, "What a splendid exhibition we have had, and what a delightful Conference"! but that we shall take up each subject after the Conference is over and deal with it, and carry it on to the very end. There are some matters which must not be allowed to stand in abeyance, and the employment of the blind is certainly one. I have very great pleasure, indeed, in seconding the vote of thanks to Mr. M'Crae.

The CHAIRMAN—In putting this vote of thanks, may I add two or three words? Of course you will realise that this is only the beginning and a sort of foretaste of what is to follow on the remaining days of this week. I hope it will be remembered, not only in Scotland, but also in England. I think we should take to heart what Mr. McCrae has said to-night, that we read too much and think too little. As an Englishman, I can say that that is true of England. I am very glad, indeed, to be in Scotland, where, I think, they think the more. I wish you to think, and to carry home this thought, namely, whether the blind do not think more than any of us. I beg to submit to you this vote of thanks, which I am sure will be carried with acclamation.

Mr. GEORGE McCRAE—Mr. Chairman, ladies and gentlemen, I have to thank you very much for this vote of thanks. I noticed that Mr. Tate put the motion in a lively form of gratitude for favours to come, but I am too old a Parliamentary hand to be caught right off, and to say that I will do everything he asks. I will say, however, that I am prepared to do anything I can in or out of Parliament to further the cause we all have at heart. I can assure you that it is a difficult thing to open a bazaar or exhibition—it is so difficult to find the right word to say, the word that does not mean something other than what you intended it to mean. I have to thank you very much for your great indulgence to me.

Rev. THOMAS BURNS (Edinburgh)—Will you permit me to propose a very hearty vote of thanks to our chairman, and also to offer a very cordial welcome to the strangers in this assembly? If our directors can do anything to make your visit pleasurable, you have only to ask, and we shall be glad to place ourselves at your disposal. I move that we give a very hearty vote of thanks to our chairman.

The CHAIRMAN—I have to thank you very much for this expression of thanks. I hope you will all appreciate the value of this exhibition, and will give your orders for a large supply of the exhibits you see before you.

Tuesday, 20th June, 1905.

Morning Session.

The chair was taken at 10 a.m. by the Right Hon. the Earl of Haddington.

The Rev. John Whyte, South Leith Parish Church, opened the Conference with prayer.

The CHAIRMAN (Lord Haddington)—I rise to call on the Lord Provost of Edinburgh to address this Conference.

Sir ROBERT CRANSTON—When it became known that you were to have a Conference in the city of Edinburgh on the subject of the blind, the Council of this city virtually bid me—it required no bidding—to come and offer you a most hearty welcome. I am sure I speak the feelings of all in this room, and of the citizens of Edinburgh, when I turn to your lordship and thank you for the kindly interest you have always taken in the Blind Asylum of Edinburgh, for your presidentship thereof and for your presence here to-day. Every one feels glad that there are such folks as yourself, and the men and women who are gathered here, to whom God has given the blessing of eyesight, and who are deeply interested in the welfare of those who do not enjoy that great advantage of nature which they have. On behalf of the citizens, I offer you a very hearty welcome to the city. Many of you are able to judge of its beauty; I hope none of you will doubt its welcome. I am not aware what the results of your Conference will be. This, I understand, is your first Conference as an international Conference. There have been other Conferences in different parts of Great Britain, and I know that there has been a Conference in France. In passing, I should like to speak with the very highest praise of the conduct of the Blind Asylums in France and of their attention to the blind. There is an Institution near Paris, of which I do not remember the name, where there was a young professor who died only a few months ago. I have a very fond recollection of him when he was a very young man. He was an enthusiastic cyclist, although he was without sight. I had a son of my own who was at that time in Paris, and these two boys used to go out together cycling, the one sitting behind and enjoying the pleasure of driving, while my son sat in front and took the direction. Now, I should like to see every boy do the same kind of thing to those who do not enjoy the blessing of eyesight. In the course of your Conference you are to deal with the education and the employment of the blind. This is an international Conference, and we have no dispute as regards politics, thank God. No matter of what colour or creed we are, we have all one common object, namely, the welfare of suffering humanity, of those who are not so endowed as we are, and therefore we can speak perfectly freely without any idea that we are entrenching upon one thing or another. There is a question which I think might well engage your consideration, and that is in regard to the blind in the East and the superstition which causes that blindness. I don't know

if you are aware—it isn't out of place to repeat it—that at least nine-tenths of the blindness in Egypt arises from pure superstition. There is a small fly which often lands on the eyelid and there is an idea—I hope I give offence to no one—that each fly is the soul of an Arab, and no father or mother will remove that fly from the child's eye. I have over and over again seen almost a perfect bed of flies upon a child's eyes, which ultimately resulted in blindness. Now, that is a pure superstition. If we could by any means convey to those parents that they should keep the eyes clean and pay attention to the children in their youth, the probabilities are that at least two-thirds of the blindness of Egypt would be done away with. I was very much struck with it during my residence in Egypt and with the enormous wrong done to the children by the want of some one bold enough to put an end to this superstition—for it is nothing else. I don't think it would be wise for me to do more than bid you welcome. You all know that you have come to the finest city in the world—I think that neither my French friends, nor my Swiss friends, nor my German friends, nor my Swedish friends will call that in question. You know that there is no country in the world but Scotland, and there is no city in Scotland but one, and that is Edinburgh, and therefore you have made a most wise choice in coming to this city. I don't think that there is any city in the world which has done more in the way of development of science, and that science has been beneficial to those suffering from blindness. Just think of all the history in Edinburgh, from the Castle gate to Holyrood entrance. Why, there is as much history in this one city as in all the world put together—I think I can say that without giving offence to any one. Some very funny things have occurred there. Edinburgh, to my mind, has lent more to the charm of romance than any other city in Great Britain. I remember hearing Monsieur Guivot, a very able Frenchman, saying that he believed that the stories of Victor Hugo and Dumas were founded on the romance of Edinburgh, and I believe that it is quite true; in fact, I would never contradict a man who said that. You will find much to interest you, and I hope that your stay will be very pleasant indeed, and that your Conference will be beneficial. At the end of your few days here I hope that, in the first place, you will not regret having come to this city, and in the second place, that you will go back wiser and perhaps more enthusiastic in the work you have taken up. I know, my lord, that it won't be your fault if you don't do everything in your power to make the Conference a success in every respect. To-night I shall have the pleasure of wel-

coming you in a more formal manner in the name of the Corporation and citizens of Edinburgh. Everything that can be done for you will be done, and if we can serve you in any way as a Corporation you may rely on us doing our very best. Might I say that if you find you have enjoyed yourselves at the end of the time, if you will only come back it will be the greatest compliment you can pay us? I won't likely be in the capacity that I occupy to-day, but whoever fills my place will offer you as hearty a welcome as I now offer on behalf of the citizens of Edinburgh.

The CHAIRMAN (Lord Haddington)—A hearty welcome has been extended in the name of the citizens of Edinburgh by the Lord Provost to the visitors and to the delegates who are met together at this Conference. I think that among those members who would like to reply to the words that have fallen from the Lord Provost I might mention Mr. Wilson, chairman of the General Conference Committee, who will reply for the home members; Mr. Lucas Tooth, of the Industrial Institution at Sydney, N.S.W.; and Mr. Kruger, from Worcester, Cape-town. Perhaps some of these gentlemen will say a word in response to what has fallen from the Lord Provost.

Mr. H. J. WILSON (London)—As chairman of the Organising Committee, I have been deputed to thank you, Lord Provost, most sincerely in the name of those representing the United Kingdom, for the very kind way in which you have welcomed us to-day. You will, I feel sure, excuse a very few words on this occasion, because we have a great deal of business before us. I therefore repeat our warmest thanks to you for the kindness with which we have been received.

Mr. LUCAS TOOTH (Sydney)—It was only when entering this room that I was made acquainted with the wish of the Committee that I should say a few words of thanks for our reception to-day. Coming, as I do, from a very distant part of the world, over which King Edward reigns, I feel particularly gratified that I represent our Institution in such an important gathering. May I be permitted to say just a few words on what Australia is doing for the benefit of the blind, though I can only speak of the work done in New South Wales? There is there a very large and comfortable home and school provided for the young, in which they live till they are sixteen years old, when they have to maintain themselves. The Institution which I more particularly represent, the Industrial Blind Institution of Sydney, was started twenty-five years ago by a gift of £5000 by Mr. John Wood, who left it in his will for the foundation of some school or institution for the benefit of the blind. I happen to be one of his trustees, and am charged

with carrying out his wishes. The Institution is now celebrating the twenty-fifth year of its existence. I will not trouble you with statistics, but it has been one continued success since the day it started. We stepped in when the Institution ceased to interest itself in blind workers, and we took the young lads or grown up men into our Institution and provided them with rooms to work in, materials to work with, and teachers to teach them to work. We have rescued a great many of them from a life of idleness and misery. The women have their quarters and live there; the men live at their own homes and come to us to work. I believe we are able to compare very favourably with any Institution on this side of the world. Perhaps that may be said with a little of the exuberance of youth, because I come from a youthful country, but I think I can say with safety that the manager of our Institution has succeeded in finding methods of teaching the blind which have not been practised before. He has been successful in teaching them to earn their own living. I ask you to take my word for it that we are able to hold our own with many older Institutions. I have to very heartily thank you for the cordial reception granted to us by the Lord Provost. It is most interesting to me that after some twenty-five years' connection with my Institution I am present here to-day. I have to thank you personally as well as on behalf of the Institution which I have the honour to represent.

Mr. J. P. KRUGER (Worcester, South Africa)—I respectfully beg to support the hearty vote of thanks to the Lord Provost for the hearty way in which he has welcomed us. His words sounded very pleasantly on my ears, and I daresay on the ears of all other delegates from the various countries. I have come 6000 miles to be present here, and since last night I have felt quite at home. I have heard and read much about Midlothian, and I have the honour to be treading its soil now. I feel that I have made many friends since last night without any formal introduction; I feel I may go up and talk to them because we have one common interest at heart. I feel sure I voice the feelings of all my fellow-members when I say that we thank the Lord Provost for the kindly way in which he has welcomed us to this meeting, and we all hope and pray for the success of the work to be done here, and trust that its influence will be felt in all the blind Institutions over the world or the blind Institutions represented here. I have the honour to represent the only one in South Africa, and I have come here to get information on all subjects. Our school is in its infancy. I have met with ready hands and kind hearts, and I hope to get much information from the members who have come from different parts of the world. I thank you very much.

The CHAIRMAN (Lord Haddington)—So much time has already been occupied with preliminary remarks and announcements that I feel that I should be doing wrong if I detained you with any lengthy remarks of my own, as I am sure you all wish to get to business. The Lord Provost has said that I take an interest in the welfare of the blind; and so I do. Only the other night I had the pleasure of attending a dinner presided over by my old friend, the Duke of Grafton. It was a most successful meeting, and at the conclusion of the dinner there was no less than £1100 subscribed. It is a very great pleasure to me to be present at such a large and important meeting to-day. I should have been surprised if it had been otherwise, because I think there is no form of human suffering that appeals more to our sympathies than that of blindness—blindness in all its various forms and phases, the blindness of those who have seen the light of God's glorious world and have been deprived of sight, the blindness of those who have never seen it, the blindness of those who are capable of tuition, the blindness of those who are incapable of tuition and of those who are imbecile or defective, the blindness of those who by proper technical teaching, not only as children, but after they have attained the present limit of sixteen years, are made self-reliant and self-supporting. Now, occupying as I do the important position of president of this great Conference, perhaps I may be expected to give an address on some or all of the various important subjects to be considered by this Conference. I must refrain from doing this, because, in the first place, I do not feel capable of doing so, and, in the second place, I had better leave each section or subject to be discussed by those who are more competent to do so. But whilst leaving the discussion on those various subjects to others, I must say a few words in regard to the various committees. As you are aware, this Conference has been organised by that very great Institution, the Gardner Trust for the Blind, and also by a general committee, of which Mr. Pine is the honorary secretary. Although I cannot say that he is the originator, he has at least been one of the principal promoters of this Conference, which is the outcome of a Conference held in London in 1902. It should be borne in mind that, while there have been previous Conferences, this differs from them all in two respects. In the first place, it has in connection with it that magnificent and wonderful exhibition of work by the blind, which we had the pleasure of seeing yesterday evening, an exhibition which fills you with amazement. Then, besides that, we have this most essential difference, namely, that this is the first great international Conference, and being an international Conference, we

shall have more opportunities than we ever had before of obtaining practical knowledge from managers of various Institutions, we shall have an interchange of opinion and information which cannot fail to be productive in elucidating many of those subjects which are at present in what I may call a transitional condition. Perhaps one of the principal subjects before you is the subject of the British Braille, on which a committee has been sitting since last Conference. I had the pleasure last week of meeting Miss Taylor, the hon. secretary of the Sunbeam Mission. The principal object of that mission is not only to teach Braille, but what seems rather a different matter, namely, to obtain kindly persons who will correspond with the blind in the Braille text in the way of newspapers or letters. From what Miss Taylor has told me, this Sunbeam Mission appears to be a marvellous success in all respects. I shall be very glad if Miss Taylor will favour us with a little of her vast experience, but I hardly like to ask her to do so. It is to Mr. Maclaren that we must look principally for information with regard to the Braille system. Although that system obtains its name from the blind Frenchman, Braille, it has been so improved by Mr. Maclaren in many respects that it might now almost be termed Mr. Maclaren's invention. He very kindly sent me some books printed in Braille for inspection, and I was surprised at the clearness and sharpness of the text, and also at its cheapness. Besides the subject to which I have already referred, you are to deal with the primary education, and also the secondary education, of the blind. That I look upon as a very important thing indeed. The Act of 1902 provides for it to a certain extent, but still much has to be done. Then we have the question of a Central Bureau, or National Register, and, lastly, the question of the guardians to whom, unfortunately, under existing circumstances, we, who have anything to do with the management of Institutions for the blind, often have to refer. On Wednesday the subject to be treated is that of the employment of the blind. Perhaps that and the Braille are the two most important things that we have to consider, because it is of little use and of little avail to the blind children if they are taught up to a certain pitch and then are still dependent on others and unable to obtain employment. The question of how to get that employment and how to make those who have been educated and are so clever and intelligent, as some of the workers we saw last night, self-reliant in the future is a question which, I think, you will agree with me is one that ought to be seriously considered. I do hope that all those who can bring forward any good or practical suggestion towards the carrying out of the employment of the

blind will give us the benefit of their suggestions. While saying so, and hoping that there will be free and full discussion on every subject brought before this Conference, I trust you will pardon me if I say that some people are rather apt to fly off at a tangent, and I hope, therefore, that those who do discuss the matters which are to be considered will adhere strongly to the subject under discussion. I beg to thank you for listening so attentively and kindly to the remarks which I have made. I am only afraid that I have detained you too long. We now enter on the business of the Conference, and I beg to call upon Mr. Henry Stainsby, of the General Institution for the Blind, Birmingham, to speak on the subject of the primary education of the blind.

Mr. STAINSBY (Birmingham)—I feel that before I commence my paper I must correct one little slip that has been made in his lordship's admirable address, namely, with regard to the Braille system. I am afraid that his lordship has been misinformed in regard to Mr. Maclaren's system. I stand to be corrected, but I am not aware that Mr. Maclaren has altered the Braille system in the smallest degree. I think all he has done (and I am not prepared to criticise it) is to have introduced some method of reproducing Braille in a more rapid and cheaper manner than before. I trust your lordship will forgive me for having corrected what I think has been a misapprehension.

The CHAIRMAN (Lord Haddington)—I don't think I was incorrect in what I said. Although no great alteration has been made, still the fact that good work can be produced more cheaply is in itself an important alteration.

Mr. STAINSBY (Birmingham)—Yes, but I thought that members might think that what was referred to was an alteration of the system itself. It is not that; it is a matter of speed and cheapness in reproduction.

THE EDUCATION OF THE BLIND UNDER THE ELEMENTARY EDUCATION (BLIND AND DEAF CHILDREN) ACT, 1893.

By HENRY STAINSBY, General Superintendent and Secretary of
The General Institution for the Blind, Birmingham.

As you are aware, the compilation of a paper on the elementary education of the blind has been committed to my charge, and I appreciate the honour thus conferred on me. I wish, however, to state at the outset that, although I have been commissioned to write the paper, it will not be (anomalous as it may seem) my own. The ideas and experiences of one man are not likely to produce such satisfactory results as those of a large number of experts who have spent years of close study on the subject. Hence it is that the Conference Committee wisely decided that each paper should be the expression of the opinions of a considerable number of persons rather than of one, as is generally the case.

I take this opportunity of thanking those friends who have so willingly, kindly, and ably assisted me in dealing with this paper on the education of the blind, and, although (as the newspaper editors say of their correspondents) I cannot always identify myself with their views, yet in the main I do concur, seeing that the replies to my questions are the thoughtful and deliberate expression of long years of close study and of practical work among the young blind. As the list of contributors will show, I have consulted experts in almost every phase of the education of the young blind.

The education of the blind became compulsory in Scotland in 1892 and in England and Wales on 1st

January, 1894, but in Ireland no law has yet come into operation which enforces the attendance of blind children at schools specially established, equipped, and maintained for their education. I am commissioned to deal with the education of the blind of England and Wales as provided for under the Elementary Education (Blind and Deaf Children) Act, 1893—in other words, the compulsory education of the blind between the ages of five and sixteen.

At the outset I must remark that the subject is far too wide to be dealt with at all adequately in the brief time allotted to me this morning, and you will therefore pardon its necessarily meagre treatment. I trust the paper may be useful by its suggestiveness, and pave the way for a profitable discussion which will follow its reading.

I have not attempted to so prepare the paper that it may be of an interesting and literary nature, but rather to frame it so that it may be useful as a reference in time to come.

In dealing with each subject I propose to quote the question as put by me to the experts, and then give a *résumé* of their replies.

Question 1.—The blind are educated either in day classes or residential schools; kindly state which method you favour, and give reasons.

There has always been diversity of opinion as to whether blind children should be educated in residential Institutions or day classes. There is, of course, much to be said for and against both systems, and my question on this subject elicited some very useful replies, which I give as follows:—

(a) *Advantages of Residential Schools—Physical.*

(1) Better and more judicious feeding, more suitable clothing, more cleanly habits, and a more

regular life; hence better health, and greater suitability to acquire knowledge.

- (2) More necessary sleep than children usually get in their own homes.
- (3) Better medical treatment.
- (4) The beneficial influence of the teachers or officers on duty in the grounds and playgrounds.
- (5) Greater facilities for gymnastic exercises than are afforded in day classes. (This is a great advantage to the blind, who are physically more "unfit" than the sighted.)
- (6) Less liability to infectious diseases.

Mental and Educational Advantages.

- (1) Better opportunities for classification, the residential schools having, as a rule, a greater number of pupils and a larger teaching staff than the day schools.
- (2) Residential schools afford provision for mental recreation, whereas in day classes the children go home, and no special provision is made for them in this respect.
- (3) Access to good libraries, and often the advantage of selected portions of the daily newspapers.
- (4) Constant, wholesome discipline, and the removal in many instances from undesirable surroundings.
- (5) The removal of the children from parents who often, out of ignorance or neglect, exercise a harmful influence over them.
- (6) Greater facilities for education, manual training, music, and handicrafts than are possible in day classes.
- (7) The inculcation of habits of self-reliance and self-helpfulness in the matters of washing, dressing, &c.
- (8) The general surroundings of a residential school

tend to cultivate courtesy and refinement, which, in the majority of cases, although attempted (and in some instances effectually) in a day school, are often completely lost in the home training.

- (9) The study of individual character, temperament, bent of mind, &c., becomes easier, since the pupils are brought much more fully under the observation of the teacher in a good residential school than is possible in a day class. It is when the strict discipline of the schoolroom gives place to the freedom of the playground, the recreation room, and general out-of-school life that these characteristics are seen. Again, it is when engaged in out-of-school duties amongst the children that opportunities occur for suppressing bad habits and eccentric movements, and for getting into a friendlier and closer touch with the children than the class-room permits.

General.

- (1) There is no difficulty in the matter of conducting the children to and from school, as must be the case in the day class system.
- (2) Regular attendance and punctuality are assured.

Mr. Maddocks pithily remarks that the residential school affords "better mothering, less coddling."

(b) Advantages of the Day Class System.

- (1) No matter how well conducted, a residential school cannot possibly take the place of a good home.
- (2) Much general knowledge is acquired by the blind child while travelling to and from school, and when mixing with the other children and the outside world generally.
- (3) Institution life has a tendency to cripple indivi-

duality, and to narrow the life of a child to a certain groove.

- (4) The parents are not relieved of their responsibility to the same extent as when their children are in residential schools.
- (5) In a good home the children can receive more individual attention, and can be taught to do many things which are not easily possible in an Institution.
- (6) The home is the natural training place for the child.
- (7) The mixing of blind and sighted children has a deterrent effect on the objectionable habits and mannerisms of the former.

It will be noticed that the foregoing advantages are claimed for day schools on the assumption that the children have really suitable homes, while the arguments in favour of the residential school system are based on the supposition that the children's homes are bad—hence the same reasons are in some instances urged in favour of both systems.

After carefully considering the merits of both methods, there can be little doubt but that, if blind children had ideal homes, day classes would be the most suitable provision for their education until they arrived at the age of, say, twelve or thirteen. But inasmuch as the conditions of an ideal home are but rarely fulfilled in the case of blind children, one is forced to the conclusion that the merits of a well-conducted residential school far outweigh those of the day classes.

Of the twenty-one friends who kindly gave me their views on this matter, nineteen were in favour of residential schools, and only two against them; of these two, one considered that blind children ought to enter a residential Institution at the age of thirteen, and the other, while favouring the day classes, considered that, inasmuch as many of the children came from unsuitable homes, residential school life was a necessity.

Question 2.—Do you consider it wise to have mixed classes, or to teach boys and girls separately? What are the advantages and disadvantages of both systems?

The mixing of the sexes in classes is an important subject, and I have received letters for and against the practice. The chief reasons in favour of it are—

- (a) That under proper supervision and with careful treatment boys and girls influence each other for good. The girls morally elevate the boys, who become more courteous, refined, and chivalrous. The boys intellectually elevate the girls, while a healthy rivalry is kept up between them, which is beneficial to the actual work of the class.
- (b) The skilful teacher is often able to teach a lesson more forcibly and effectively, *e.g.*, recitation (especially dialogues), singing, &c.
- (c) The daily intercourse makes the relationship between boys and girls a natural one, and more nearly approaching home life.
- (d) Mixing the sexes greatly facilitates classification, and reduces the number of teachers to a minimum.

Against the mixing of the sexes in schools the one great argument is the formation of friendships which may lead to attachments, and ultimately to inter-marriage—certainly a most undesirable state of things.

Of the nineteen correspondents who replied to this question, thirteen were for and six against mixing the sexes in classes, so that the majority were in favour of it.

If I may be permitted to give my own views and experiences, I must say that, while agreeing heartily with most of the arguments in favour of mixing, I am inclined to keep the sexes as much apart as possible. I have seen blind boys of tender years admitted into Institutions whose minds have been appallingly filthy, and every expedient by way of correction seemed for a long

period unavailing. They have not been fit to mix with boys, much less with girls. No doubt their previous environment accounted for their condition of mind. Such cases are by no means rare, and should be a warning to us all that where children do mix, in class or elsewhere, it should be only under the strictest supervision.

Question 3.—What are your views on the employment of the well-qualified blind teacher?

This is a burning question, and, as the previous questions, it has two sides. Several correspondents think that there is at present a tendency to exclude the blind teacher. It is agreed that it should be a *sine qua non* of the engagement of all blind teachers that they should be well qualified as regards their own education, and should possess the faculty of imparting that knowledge to their pupils. On these conditions there is a strong feeling in favour of a judicious proportion of blind to sighted teachers in schools for the blind.

In favour of the employment of blind teachers it is urged that, being blind themselves, they realise the needs of their pupils better than a sighted teacher can. The blind teacher far excels his seeing colleague in studies where the apparatus used belongs peculiarly to the blind, as in Braille reading and writing, arithmetic, Braille music notation and ear development, *i.e.*, training the children to recognise by means of hearing what other people observe by sight.

Again, in technical and trade pursuits, the blind instructor approaches his pupil realising a difficulty and knowing better how to explain it than a sighted teacher.

Other reasons in favour of the blind teacher might be given, but one only must here suffice. Forgive me if I am too outspoken. I have always maintained and advocated that, as our Institutions and societies for the blind were founded and are carried on for the benefit of the blind, the blind should have the managers' first considera-

tion. When any post falls vacant the question should be raised, "can this position be filled by a blind person without impairing the efficiency of the Institution?" If it can be answered in the affirmative—and it often can—a blind person should be appointed, even though a little additional expense consequent on the newly-appointed official's blindness is involved, and slight additional duties may fall upon other (sighted) officials. The blind are ever ready to acknowledge that they could not do without the assistance of the sighted in our Institutions and societies, but I am sure they must at times feel aggrieved at the appointment of sighted persons to offices which they could fill equally well.

These remarks are inserted as a plea for the efficient blind teacher, as well as for others who are not teachers, and I trust they will be received in the spirit in which they are meant.

Turning to the other side of the question of the employment of blind teachers, there are no doubt certain duties which they could not efficiently perform, such as the supervision of the children, the correction of their numerous and peculiar mannerisms, and the teaching of certain subjects, &c., but these are not sufficient to condemn the employment of blind teachers in schools for the blind, nor indeed, for that matter for certain subjects, in schools for the sighted.

The replies in favour of the employment of blind teachers number fifteen, and only three against.

I cannot leave this subject without publicly urging my friend Mr. Illingworth to take steps to publish and distribute the valuable paper on the employment of blind teachers which he prepared and read at the Paris Conference. It is one long, masterly argument in their favour. In concluding this subject I wish to say that some of the very best teachers I know are blind.

Question 4.—What departments do you consider there

should be in a school for the blind, for example, kindergarten, primary, secondary?

Question 5.—Give an outline of the courses in one or all of your suggested departments, showing how you would modify the education of the children so as to make it lead up to their training in handicrafts and professions. (N.B. —Particular attention is directed to this question as it is desirable that the information should not be merely of passing interest, but should be published in the report of the Conference, and thus form a permanent record for the future use of teachers of the blind.)

Most of my correspondents agree that schools for the blind should consist of at least two departments (*a*) kindergarten, (*b*) primary. The lack of a clear definition of what “secondary” or “higher” education should mean in the case of the blind has led to the expression of a diversity of opinion as to a third (if any other) department. In Mr. Illingworth’s paper on higher education the definition will no doubt be fully dealt with. It must suffice here to say, in the words of Mr. Norwood, that “the secondary (department) should include instruction in all, or any, of the industrial occupations which will enable the blind to become so far as possible self-supporting.” The Conference will no doubt decide this question when Mr. Illingworth’s paper comes on for discussion; in the meantime I am assuming that the definition will be accepted, and therefore propose to divide the blind school into three departments and include a “secondary” department, as most experts agree that blind pupils should begin to specialise at fourteen years of age at the latest.

(a) Kindergarten.

All agree on the importance of kindergarten instruction for the blind. My own committee have so fully realised this that they have built and just opened a kindergarten

school (the first of its kind specially erected for that purpose in the United Kingdom), and in it forty children, ranging in age from four to ten years, are housed and taught. The numbers being comparatively small, the new Institution is a near approach to home life, and every means is taken to make it so. The building has been designed and equipped to meet the special needs of these little blind children, and to afford the staff every facility for their work. Knowing the value of such an Institution, I sincerely hope that others may be built. Many of the large Institutions of the country are structurally unsuited for the reception of blind babies, and, unless a portion of the building can be set apart for their use, I cannot but think that a separate school should be provided for them. My experience always tells me that little children should not have to mix with pupils ranging from fourteen to, say, twenty-two years of age.

Kindergarten, as the word implies, is an essentially natural and pleasurable mode of education. Its teachers should possess special qualifications, such as the higher Froebel certificate, or, what perhaps is nearly equivalent, a practical training in a good school. It goes without saying that ordinary kindergarten has to be greatly modified to suit the blind, and kindergarten teachers of the blind should bear this in mind. In the kindergarten and the primary departments the instruction (especially the manual training) should be so framed as to form an introduction to the occupations by which the blind earn their livelihood. This is a point never to be lost sight of.

A course of kindergarten training should include—

Bead work, carefully planned and graded so as to teach dexterity of touch, counting, concentration of thought, form, &c. The smallest beads, being about the size of the Braille dots, assist the children in their reading.

Modelling in clay, sand, &c. This is one of the most useful kindergarten occupations for the blind, as will appear later on.

Brickbuilding. The bricks should be heavy, so as to bear handling.

Paper-folding.

Simple forms of weaving.

Counting and sorting seeds, shells, &c.

Weighing, measuring, and building with sand.

Knitting and sewing, simplified and carefully graded.

Geometrical form—cubes, balls, cylinders, &c.; also triangles, circles, quadrilaterals, &c., taught by means of cushions and wire staples, giving straight lines, circles, semi-circles, &c. (This apparatus is used throughout the whole of the education of the blind—even in higher education, where problems in Euclid can be worked by its use.)

Nature study, lessons on common objects, and instruction in general knowledge. These are most important subjects. The general knowledge of blind children is necessarily much more limited than that of sighted children, as the latter (often unconsciously) acquire so much information by their sight, which is, of course, impossible to the blind. I have known a mischievous blind boy (who had previously possessed sight) easily persuade another (who had lost his sight by infantile ophthalmia) that a cold frog he was handling was a bird. One of our blind girls recently told the inspector that a squirrel was a bird, and I know an intelligent and highly mechanical blind teacher who did not know the shape of a locomotive steam engine. It has been said that most blind children are ignorant of objects that lie beyond the reach of their arms. This testimony is true, and is my reason for urging special attention to this subject.

Geography. This instruction should include the geography of the school and grounds—the

children delight in these exploring expeditions. Maps of rivers, mountains, &c., in clay and sand should be used.

History. Legends, fairy stories, tales from early Greek, Roman and English history, leading up to a more careful study of history.

Games.

Stories.

Singing and instrumental music.

Scripture lessons.

Drill and action songs.

Reading, first by means of Braillette or other simple contrivances, and afterwards by the ordinary methods in uncontracted Braille. I would here appeal to all teachers to inculcate from the first the habit of describing letters and signs by the numbers assigned to the dots composing them—thus, B dots 1, 3, H dots 1, 3, 4, &c.

Writing. The present method of teaching writing to very little children is, I venture to think, radically wrong. The ordinary Braille frame presents great difficulties, both in placing the paper and making the dots. It often forms for a long period an insuperable barrier to progress, and greatly discourages the pupil. In our kindergarten school we are teaching the children to use first the automatic Braille-writer, afterwards the feed-roll writer, and lastly the Braille frame.

Arithmetic. From the first mental arithmetic should be a speciality, as the blind must resort to this method much more than sighted people.

I have briefly and crudely outlined the work of the schoolroom, but the education of these little children should not stop here. They should be taught to make themselves generally useful by setting the table for meals, dusting, and various similar occupations.

(b) Primary Education.

At the outset I may say that most of the general remarks relating to the kindergarten department may also apply here. The education is, however, of a more advanced character, and forms a connecting link between the kindergarten and the secondary department. During the period over which this training extends children's characters are largely formed, so that the religious and moral training should have very special attention. The body and mind are also in a state of growth, and these, too, want careful nurturing. A plentiful supply of good food, a goodly amount of physical exercise, wholesome literature, and kind and sympathetic but firm discipline all aid mental and physical growth.

The school instruction is so well regulated by the Board of Education and His Majesty's sympathetic Inspectors that it appears superfluous to give the various courses of instruction in detail, but several valuable outlines will be found in the appendix, viz., (a) primary school course, by Mr. A. B. Norwood, of York; (b) examples of graded course for manual work, furnished by the Bradford Institution, per Mr. W. H. Tate; (c) outline of technical course at Henshaw's Blind Asylum, by Mr. Ritchie, head teacher, and endorsed by Mr. W. H. Illingworth, superintendent; (d) time-table of Sheffield Institution, by Mr. Maddocks.

Of subjects calling for special attention I refer to—

- (1) Typewriting and shorthand. Mr. Myers writes—
 “The value of typewriting as an educational medium cannot be over-estimated. I am of opinion that every Institution for the blind should be provided with a sufficient number of typewriting machines to accommodate a whole class. The initial outlay would be considerable, but the ultimate benefit to the pupils (and therefore to the school) would more than compensate for this. As an adjunct to typewriting shorthand

is, of course, most valuable, since it enables the pupil to record rapidly any matter which is to be transcribed or answered upon the typewriter. In the selection of pupils to be trained as correspondence clerks the following points should be kept in view—(a) they should be possessed of intelligence considerably above the average to be found in blind schools; (b) they should be able to spell correctly, and be naturally quick in their movements; (c) there should be a probability of such pupils being able to obtain employment after their training is completed.”

To these remarks, which I thoroughly endorse, I would add that the prospects of blind typists are better to-day than I have ever known them before. Our own typewriting department is growing in a very gratifying manner—the total value of the work executed for the public being £40 per month. Our canvasser, too, feels confident that as the holiday season comes on she will be able to secure at least temporary appointments for our typists, and these may lead to permanencies.

- (2) Handwriting. In some Institutions handwriting is still taught, either by the Gulberg frame or by some other more or less mechanical contrivance. I have recently received several letters from Professor Selman, of Bristol, who is himself blind, written by means of a new frame he has just invented, and I confess that the writing leaves nothing to be desired. He has also a device by which on the same frame he can interline Braille. The apparatus will be on show in the exhibition.

(c) *Secondary Education.*

I do not propose to deal with this department except to say, as I have already done, that the pupils should enter it for half-time at the age of fourteen or earlier.

Mr. Illingworth's paper will deal exhaustively with this subject.

Question 6.—*Some of the blind practise music as a profession, and to nearly all the rest it is a lifelong source of great pleasure. With these two facts in view, state how you recommend that the musical training of the blind under the age of sixteen should be conducted.*

Music has always had a great fascination for the blind, and it therefore demands our attention to-day. In many of the colleges and Institutions the department of music stands well to the front, and every facility is afforded for a promising pupil to become highly qualified. On the other hand, some Institutions carry the instruction in music only to a certain point, and then transfer their best pupils to those places where a higher musical education is given.

Generally speaking, all young blind persons should be taught vocal music, and in most cases a trial should be given with instrumental music. If in the latter case it be found that a pupil is not likely to excel, he should not be allowed to continue it as a profession. If, however, he possess a marked aptitude for music, every advantage should be given him, by placing him under the very best teachers, and letting him enter for *bona fide* diplomas or degrees.

It should be a standing regulation in all schools for the blind that simultaneously with the pupil's introduction to the art of music, whether vocal or instrumental, there should be instruction in Braille music notation. What the staff notation and the tonic sol-fa notation are to the sighted, so is Braille music to the blind. To learn music orally and memorise it is an extremely faulty method of procedure, since the pupil has no means of verifying the accuracy of pieces so learned when required for use, even a short time after learning them. And if a blind musician under such conditions attempt to teach

the piece to a sighted pupil, he is unable to vouch for its accuracy, particularly with regard to the length of the notes, rests, and marks of expression, while, if such piece be taught to a blind pupil, errors are handed from one to another to such an extent that the piece in time becomes quite unrecognisable. The use of Braille music also effects a great saving of teaching power, as pupils can learn long and difficult pieces from the Braille notation and play them to the teacher, who can in a very short time correct any parts which may be inaccurate. The time thus saved can be devoted by the teacher to phrasing and other matters affecting the artistic rendering of the piece in hand.

Mr. Gaul, the head music master of the Birmingham Institution, reminds me of a good illustration of the usefulness of Braille music. He says, under date 18th May, 1905—"Quite recently, as you are aware, we gave eight concerts on eight different nights, with different programmes for each concert. Such a thing would have been impossible, or nearly so, before the system of Braille was put into use, and my reason for writing to you is to urge that all Institutions should discontinue teaching by memory and substitute Braille." I should explain that the concerts referred to extended over a fortnight, and there were in all about eighty different items, mostly new to the pupils, and many very difficult.

With the blind music should not be learned in a mechanical, parrot-like fashion. In order to appreciate it to the full, and to be able to acquire it more readily, they should early be taught the rudiments of music, and later advanced harmony, counterpoint, orchestration, and composition, all of which are taught in our Birmingham Institution.

Advanced musicians should be familiar with the musical characters used by the sighted, and they should also have instruction in the art of teaching. They should attend high-class concerts and recitals, and should themselves give recitals in the presence of their fellow-students.

From the very commencement of the pupil's musical career great attention should be paid to the position of the hands, fingers, and body when playing, whether at lessons or practice. Careful oversight is also necessary in the singing classes, the good singing of the blind being often spoiled by the dreadful contortions of their faces.

Dr. Campbell urges that the organ should be taught by an organist, the piano by a pianist, and voice culture by a singer, rather than that one professor should take all the work in the musical department. In teaching orchestration it is almost essential that the Institution should possess a supply of representative instruments used in an orchestra, and for handy use in the harmony classes I strongly recommend one of Machell's dulcitones. These instruments possess a soft, harp-like tone, are inexpensive, very portable, and never get out of tune. These, with the clavier, may be used to a certain extent for practising purposes.

Pianoforte tuners should be taught sufficient instrumental music to enable them to show off the results of their work.

Mr. Edward Watson, who has done so much for the blind in the matter of Braille music, draws attention to the lack in this country of Braille music literature. Others of us must have come to the same conclusion. Matters are not thus in America, for a perusal of the last report of the New York School for the Blind will reveal a capital list of books relating to music.* So pleased are our senior pupils with this choice store that they gladly offer to learn the New York point system if the Institution will supply the books. Although there is in this country such a dearth of literature relating to music, the need for a supply of good Braille music itself is in some measure met by the British and Foreign Blind Association. There is also a good collection of it issued

* Forty-six excellent works are published in the New York point system, and only six in English Braille by the B. and F.B.A.

by the National Lending Library for the Blind, London, all high-class music, and correctly written. I have been much pleased at the eagerness with which our pupils crowd round their music teacher when a fresh supply of pieces arrives. The loan of this music is well worth the three guineas subscribed.

From what I have said, even a stranger would infer that excellent provision is made for gifted blind musicians to study and excel. The Institutions are alive to the necessities of the blind and nobly meet those necessities, but I have one cause for deep regret—it is, that those in whose power it is to appoint blind musicians as organists can but rarely be prevailed upon to do so. We are now endeavouring to obtain a post for one of our senior pupils who is an Associate of the Royal College of Organists, and yet more often than otherwise we do not even receive any acknowledgment of the applications made on his behalf. I believe, however, that the blind fare better than this in Scotland, and I rejoice that it is so.

Question 7.—The primary education of the blind should include play. What can be done in the way of recreation (a) outdoor, (b) indoor?

A large proportion of the ailments of blind children arise from want of active exercise, and well-directed play can do a great deal to alter this. Outdoor games are, of course, preferable, but not always possible. To provide for these it is essential that the grounds and playgrounds set apart for the children should be large and open. There should be as few permanent obstructions as possible, and strict injunctions should be given to all porters, gardeners, and others to leave no wheelbarrows, brooms, spades, &c., in the children's way. This gives the pupils confidence. Large open playsheds should be provided for use in wet weather. Another useful addition to the little children's playground is a large heap of sand, on which the children can play and dig as at the seaside.

An essential to the success of games (outdoor and indoor) is that the teachers interest themselves in their pupils' play, and closely supervise it. Such is the importance attached to this subject in some schools that many games are taught as ordinary lessons. Indoor provision must include good airy play- or recreation-rooms, with pianos, tables, and seats (possibly strong armchairs), lockers for each pupil's use, and a good supply of games—draughts, chess, dominoes, halma, &c., and embossed magazines.

A large number of games have been suggested to me, two of which call for special reference.

Running track. Mr. Illingworth writes—"There is nothing to my mind so beneficial or so much enjoyed by children and adults as a running path. Blind children absolutely lose the slouching gait and hesitation in stepping out after a few weeks' practice on the running path, properly constructed. There is competition here, and that is what is needed in blind recreation to make it attractive and interesting.

Push ball. This would provide fine fun, and demands considerable strength, but it is an expensive toy, a ball 5 feet in diameter costing approximately £20.

Among games and other forms of recreation, the following may be mentioned:—

Outdoor—Swimming, fishing, rowing, skating; cricket, football, hockey, skittles, quoits (rope), rounders; running, jumping, skipping, leap-frog; whip-top, marbles; balancing pole, see-saw, giant stride, tug-of-war; rambles and walks through fields and woods; ring games (girls); gardening.

Indoor—Chess, draughts, halma, dominoes, card games; parlour games; singing, recitation, music, dancing; dolls and dolls' houses.

Girls often prefer to play at games of their own invention, such as housekeeping, school, sick-nursing, shop-keeping.

Question 8.—It is assumed that all interested in the blind agree that physical training with certain limitations is essential. Give an outline of a course of gymnastic exercises and drill suitable for the blind. Any remarks of a visiting medical officer of an Institution for the blind on this important subject will be very valuable.

Physical training should form a very important part of a blind child's education, and the time-table of every school should show that a fair share of each day is set apart to gymnastics or drill, in addition to organised play. Physical culture depends on more things than drill and gymnastics—motherly care, diet, and fresh air. Before being allowed to take part in gymnastic exercises every boy and girl should be medically examined, both mentally and bodily, and a report made to the teacher, who can then set for weakly ones such exercises as are suited to them.

The apparatus in the gymnasium should comprise parallel bars, horizontal bar, vaulting horse, suspended rings, ladder, clubs, and leaping board. There should not be a multiplicity of apparatus, but free and natural motion should be encouraged. Attention is called to the usefulness of singing as an aid to the development of the lungs. This can be accomplished by daily practice in vocal exercises, care being taken to thoroughly ventilate the room, so that the air breathed may be as pure as possible. The teacher should be thoroughly qualified to handle the subject both from a musical and hygienic standpoint.

I much regret to find that there are still Institutions in the country which do not possess a gymnasium.

In the appendix will appear a course of drill supplied by Miss Ellis.

Question 9.—It has been suggested that in workhouses and country districts there are still blind children between the ages of five and sixteen unprovided for educationally. Suggest how such children could be discovered, and what steps should be taken to secure their attendance at certified schools for the blind.

Mr. Wilson has so ably dealt with this subject that I cannot do better than quote his words verbatim—"Several cases of children who ought legally to be, but are not, at school have been brought to my notice by private individuals who have come across them accidentally, and I always advise them in the first instance to bring the children to the notice of the school attendance officer of the district, and, if necessary, draw his attention to the Act and Circular 347 issued by the Board of Education, and then, if the local authority does not seem inclined to take action—there are such cases—to report the case direct to the Board of Education.

"In some districts the rates may be, and are, considerably increased by having to provide for the special education of blind children, but this is no excuse for breaking the law of the land or for preventing children being properly educated—a cruel hardship which will still further handicap them in their lifework.

"As regards blind children in workhouses, the guardians are empowered (section 13 (1)) to send them to school, and if this be not done grave responsibility rests upon the poor law authorities, and any known cases should be reported direct to the Local Government Board if the guardians will not take action after their attention has been called to the matter.

"In country districts the school attendance officers ought to do their duty to find out all blind children of school age, but much in addition can be, and is, done in this respect by local Institutions and home teaching societies for the blind, and by philanthropic individuals. In the cases of individuals, however, I often find that

they are ignorant as to the fact that the education of all blind children is compulsory, and that the local education authorities have full power for providing it."

Various suggestions for securing the benefits of school for these children have been made to me, such as circularising unions, Local Government Board Inspectors, H.M. Inspectors of Schools, doctors, day school teachers, and others, but this method would not be satisfactory unless carried out systematically and continuously. I venture to think the case cannot better be met than by the agency of the local home teaching societies for the blind. We have in our home teaching branch two blind visitors who call upon nearly four hundred blind persons in the district. They have admission into all the local workhouses, and come in contact with the blind there. Should any of their cases be suitable for admission into the Institution as pupils or workers, they are at once reported to me and dealt with. It is significant of the value of this branch of our work in discovering new cases that no less than fifty were found last year. These were, of course, mostly old people, whose sight had recently failed them, but there was a considerable percentage of able-bodied men and women and some young children. This system is almost perfect in its working, and I think other Institutions, if not possessing such a branch, should at least affiliate themselves with the home teaching societies in their districts. If this cannot be done, possibly some arrangement might be come to with the local eye hospitals and the ophthalmic departments of the general hospitals, whereby incurable cases might be reported to the Institutions.

Question 10.—Do you think it would be advisable to endeavour to secure on each local education committee the appointment of at least one member who possesses special knowledge of the needs of the blind, and would watch their interests?

This question has called forth the following very useful suggestions, the adoption of any of which might meet the case:—

- (a) The appointment on the local education committee of at least one member who possesses a special knowledge of the blind.
- (b) Interesting one of the existing members of the local education committee in the cause of the blind.
- (c) The appointment of at least one member of the local education committee on the board of management of the local Institution. Or
- (d) Inviting all the members of the local education committee to visit the schools for the blind and see the work carried on.

Question 11.—Do you think that, generally speaking, there is any serious defect in the present education of the blind? If so, what remedies would you suggest?

The following facts have been brought under my notice:—

- (1) That there is a great lack of properly trained sighted teachers. (Mr. Maddocks suggests that this difficulty might be overcome if the head of the Institution, or the schoolmaster, is willing and able to train his own teachers, but where head teachers are wanted a sufficient salary should be offered to attract thoroughly trained teachers to blind work, as these would soon adapt themselves to the work.)
- (2) That the systematic development of the faculty of hearing, as regards distance, direction, object, and material, is too much neglected.
- (3) That too much is done for the blind pupils, and they are not thrown sufficiently on their own resources.
- (4) That too little attention is paid to checking the tricks of blind children.

- (5) That too much time is in many cases devoted to music.

Question 12.—Do you consider the Elementary Education (Blind and Deaf Children) Act, 1893, perfect in its working? If not, kindly state in what particulars you think the Act might be amended with advantage.

One of the chief defects in the Blind and Deaf Children's Act, 1893, is that no provision is made for the continuance of the education of the blind after the age of sixteen. Mr. Illingworth will doubtless point out in his paper that permissive powers are now granted to education authorities under the Education Act, 1902.

Some correspondents consider that the whole cost of the pupils' maintenance should be defrayed by the State, and that the "one-third" demand should be abolished.

Dr. Campbell and Mr. Norwood think that elementary education should cease at fourteen, and that after that age the Government should grant six years' secondary education.

Several have called attention to such matters as the inadequacy of the Government grant, and the stoppage of it in cases of sickness. Are not these matters in the hands of the Board of Education?

Question 13.—State any real want in the apparatus provided in schools for the blind, and make suggestions as to new apparatus and the improvement of that now in use.

The most important needs suggested under this head are the following:—

- (1) Cheaper books.
- (2) Better graded reading books for juniors.
- (3) Braille frames with which larger letters can be written by beginners.
- (4) Arithmetic slates with larger pegs, holes, and spaces than those now in use. These (like the

large Braille frames) are, of course, intended for learners.

- (5) Better maps for teaching physical geography.
- (6) More models for teaching.
- (7) A strong and very inexpensive typewriter.
- (8) A typewriting machine with large roman block letters, the faces of which are serrated so that the machine will emboss printing which can be read by the blind and sighted, after the manner of the old pin type.

Question 14.—Give your candid opinion on matters of importance relating to the education of the blind under the age of sixteen not raised in the foregoing questions.

This question has brought into prominence a very important matter indeed. It is that of the "after-care" of the blind. Time will not permit me to deal even briefly with it, but I commend it to the careful thought of the authorities of all Institutions. I strongly recommend all my hearers who have any doubts as to the need for "after-care" to peruse Mr. Pine's able and comprehensive article, entitled "Afterwards," which appeared in *The Blind* of January, 1899.

It must suffice here for me to say that the Institution's work is not half done when a pupil leaves its doors at the completion of his training. Whether this matter be referred to as the "Saxon System," "After-care," the "Care System," or any other title, the principle involved is precisely the same.

My task is done, and I confess to disappointment, because in the brief time allowed me for this paper, and which, unfortunately, I have exceeded, I have not been able to do justice to so interesting, so important, and so large a subject. However, as I have previously said, I hope its suggestiveness may lead to a profitable discussion.

LIST OF CONTRIBUTORS.

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- Mr. W. P. E. Barnes, Secretary, British and Foreign Blind Association, London.
- Miss Brierley, Matron, Institution for the Blind, Birmingham.
- Dr. Campbell, Royal Normal College for the Blind, London.
- Miss F. Cousins, Head Schoolmistress, Institution for the Blind, Birmingham.
- Mr. H. Cash, Head Schoolmaster, Institution for the Blind, Birmingham.
- Miss K. N. Ellis, School for the Blind, Leeds.
- Miss Ferris, Matron, Kindergarten Branch School for the Blind, Birmingham.
- Mr. Alfred R. Gaul, Mus.Bac., Head Music Master, Institution for the Blind, Birmingham.
- Miss Hornby, Liverpool.
- Mr. W. H. Illingworth, Superintendent, Henshaw's Blind Asylum, Manchester.
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- Mr. W. Robertson, House Governor, School for the Blind, Newcastle.

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Mr. W. H. Tate, Member of Committee, Institution for the Blind, Bradford.

Mr. Thomas Taylor, Superintendent, School for the Indigent Blind, Liverpool.

Mr. Edward Watson, A.R.C.O. (Author of "Braille Music Notation for the Blind"), Birkenhead; late Senior Music Master of the School for the Blind, Liverpool.

Mr. Henry J. Wilson, Secretary, Gardner's Trust for the Blind, London; editor of *The Blind*.

Mr. George Wood, Gymnastic Instructor, Institution for the Blind, Birmingham.

APPENDICES.

OUTLINE OF TECHNICAL COURSE AT HENSHAW'S BLIND ASYLUM, MANCHESTER, by Mr. RITCHIE, Head Schoolmaster, and endorsed by Mr. ILLINGWORTH, Superintendent.

I SHOULD like to give an outline of the course of technical work I have started in our school at Henshaw's.

One thing I wished specially to avoid was waste of time and teaching, such as occur when an unmusical child is uselessly kept at music because his school has made a specialty of music-training, or when a musical lad is kept at basket-work when he ought to be at music. Those who have experience of blind schools will know that these cases are not hypothetical, but actually occurring every day of the school year.

To obviate this, the answer must be "specialisation."

In our technical scheme, we have set out six departments in which pupils are trained to that occupation in which they may reasonably hope to make their living. The six are:—

Music (Boys).

Shorthand and Typewriting (Boys and Girls).

Basket-making (Boys).

Chair-caning and Rushwork (Boys and Girls).

Needlework (Girls).

Bent Iron Work (Girls).

The method we have adopted, as best suited to our purpose, has not, as far as I am aware, been tried before, and so has at least an experimental interest, if nothing more!

On three afternoons weekly, the four highest classes of the school (numbering between 50 and 60 scholars) are engaged in technical work, but instead of keeping to their school classification,

they fall into six divisions, each forming one of the departments above mentioned.

The pupils of each have been, of course, picked out for their capacity, inclination, and likelihood of spending their days at that branch of industry.

Subsidiary subjects are also taught to each—thus, all the girls learn some needlework.

Our woodwork (taught on Saturdays) has also been specially adapted to our new course. The boys of the music class will work through an ordinary educational woodwork course, but will spend their last year (fifteen-sixteen) in specialised piano-mending work.

Similarly the basket class, after their ordinary woodwork course, will work a year at basket-joinery, putting clogs on baskets, &c.

The woodwork and basket-work are taught by qualified visiting instructors, the other four by class teachers. The bent-iron class is an experiment justified, I think, by the successful work of some schools in that art, by the ready sale of the work, and by its increasing fashionableness.

Our system will certainly reduce the number of the pupils' attainments, but my strong opinion is that, for blind children, as for any other, a smattering of several occupations is a gain of nothing at very considerable expense, whereas a training on the above lines will, by the age of sixteen, have brought them far on the road to competence for the battle of life.

PRIMARY SCHOOL COURSE, by Mr. A. B. NORWOOD, Superintendent, Institution for the Blind, York.

The Course of the Primary School should include :—

- (a) Reading and Spelling.
- (b) Writing and Composition—The Braille Frame, Type-writer, and the Guldberg Frame.
- (c) Arithmetic—Mental, and by aid of the Taylor Frame.
- (d) Geography, and as far as possible in connection with the events of interest of the day.
- (e) History.
- (f) Grammar.
- (g) Recitation, and the committing to memory passages from the best authors.
- (h) Object-lessons to cultivate the powers of observation, &c.
- (j) General information.
- (k) Self-help, the laws of health, good manners, &c.
- (l) The elementary and later stages of the various occupations of Basket-making, Brush-making, Mat-making, Chair-seating, Knitting, Sewing, &c.
- (m) Music—Instrumental and vocal, with the idea of making

it a profession to the *very few* highly gifted in this respect, and a recreation and educational influence for those who have a sufficient capacity for this purpose.

- (n) Games and other recreations, and a properly organised system of physical training.

EXAMPLES OF GRADED COURSE OF MANUAL WORK, by
BRADFORD INSTITUTION FOR THE BLIND, per Mr. W.
H. TATE.

Chair Cane-work.

1. Preparatory cane in strips on cardboard.
2. Paper mat-weaving, with macramé string.
3. Chair-weaving on small frames.
4. Chair-caning in four simple rows.
5. Five rows ditto.
6. Six rows.
7. Beading and Finishing.
8. Fancy weaving.

Baskets.

1. Single weaving with cardboard aids.
2. Double " " " "
3. Single " without " "
4. Double " " " " with simple specimens
of basket-work illustrating each step.

Knitting.

1. Chain on coarse twine made over the thumb with fingers 1 and 2.
2. 1st step in knitting with very coarse wooden needles and coarse twine to learn the simple stitch in Sloyd knitting.
3. 2nd step. The same, with finer wooden needles and finer twine.
4. 3rd step. The same, with wool on bone needles.
5. 4th step. To do the purl stitch on fine bone needles.
6. 5th step. Knitting finer wool on steel needles, and from thence onwards to the finest work possible.

Clay Modelling on Froebel's Principle.

One thing leading to another.

1. Ball, Beads.
2. Apple, Orange, Pear, Top, a "Pear-drop" Sweet, Bunch of Cherries, Grapes, Bird's Nest, Spherical work, with hollow inside, as a Cup, &c., Cylindrical Jar, Cube, Triangle, leading in later stages to Anatomical work—the Foot, a Bird, a Dog, &c.

TIME-TABLE OF SHEFFIELD INSTITUTION, by Mr. MADDOCKS,
Superintendent and Secretary.

The Morning or Mental Scheme.

	Classes.	Lessons Commence at					
		9 a.m.	9.15.	9.45.	9.55.	10.45.	11.
MONDAY, -	2*	Hymn-words for next morning. Bible Lessons and Moral Instruction. ¹	Drill. ²		W.S. ⁴		Reading.
	3				Grammar.		"
	4				"		"
	5				"		"
TUESDAY, -	2*				Conversational		Writing.
	3				Geography.		"
	4				"		"
	5				"		"
WEDNESDAY, -	2*				History.	Recreation.	Arithmetic.
	3				"		"
	4				"		"
	5				"		"
THURSDAY, -	2*				Information.		Reading.
	3				"		"
	4				"		"
	5				"		"
FRIDAY, -	2*	Hymn-words ⁵			Arithmetic.		Writing.
	3	Psalms,			"		"
	4	Quotations,			"		"
	5				"		"
SATURDAY, -	2*	Singing. ³	Recita- tion.		W.S. ⁴	Sergeant.	Nursery Rhymes.
	3	"	"		"	"	W.S. ⁴
	4	"	"		Sergeant.	Recreation.	"
	5	"	"		"	"	"

The Afternoon or Manual Scheme.

2 TO 4.30 P.M. TOTAL, 9 HOURS.

Steps.	Name of Occupation.	Objects Aimed at.
1st.	Boot-lacing. Platting. All boys and girls do this on admission.	1. Manual dexterity. 2. Utility. 1. Lace own boots. 2. Plait own hair. 3. Plait willows, canes.
2nd.	Chair-models. All boys and girls do this.	1. Manual dexterity. 2. Preparing them for apprenticeship to a trade.
3rd.	Boys.— Chairs, Cane, Basket, Mat, and Wood-work. Girls.— Chairs, Cane, Basket, Brush, Machine, and Hand-Knitting. All work at these for about 12 months.	1. Manual dexterity. 2. Preparing them for apprenticeship to a trade.
4th.	All now Specialize.	

NOTES ON TIME-TABLE.

- * “*Class I.*” is for *Beginners*. They have a separate Time-Table.
1. Take *O.T.* and *N.T.* on alternate mornings: see Scripture Scheme in Book of Notes drawn up for teachers’ use.
 2. If in class-rooms, throw *doors and windows wide open*. Follow the “Syllabus of Physical Exercises.”
 3. The *music teacher* (blind) and the sighted teacher (discipline only) will take all the school in singing. The other teachers will prepare lessons for Monday morning: also on alternate days from 12 to 12.30.
 4. “*W.S.*” is the *weakest subject*.
 5. *Hymn-words* for Saturday, Sunday, and Monday mornings. *Quotations* from the *O.T.* and *N.T.* of the week’s lessons.

Subjects Taught—

Scripture.
Moral Instruction.
Hymns.
Reading.
Writing.
Arithmetic.
Recitation.
Grammar.
Geography.
History.

Information Lessons.
Conversational Lessons.
Nursery Rhymes.
Music—
1. Vocal.
2. Instrumental.
 (1) Organ.
 (2) Piano.
3. Braille Music.
Drill.

Manual Occupations—

- | | |
|-----------------|------------------------|
| 1. Lacing Work. | 7. Brush Work. |
| 2. Plaiting „ | 8. Wood „ |
| 3. Chair „ | 9. Hand Knitting. |
| 4. Cane „ | 10. Machine Knitting. |
| 5. Basket „ | 11. Typewriting. |
| 6. Mat „ | 12. Embossed Printing. |

Daily Routine—

- | | | |
|---------------|--------|------------------------------------------|
| 6.30 a.m. | ... .. | Pupils rise. |
| 7.30 to 8.0 | ..... | Breakfast. |
| 8.0 to 8.45 | ..... | Make own beds and change slippers. |
| 8.45 to 9.0 | ..... | Children and Staff assemble for Prayers. |
| 9.0 to 12.0 | ..... | School—Mental Lessons. |
| 12.0 to 12.30 | ..... | Recreation. |
| 12.30 to 1.0 | ..... | Dinner. |
| 1.0 to 2.0 | ..... | Recreation. |
| 2.0 to 4.30 | ..... | Manual Occupations, &c. |
| 4.30 to 6.0 | ..... | Recreation. |
| 6.0 to 6.30 | ..... | Tea. |
| 6.30 to 6.45 | ..... | Evening Prayers. |
| 7.0 | ..... | Younger pupils retire for the night. |
| 7.0 to 8.0 | ..... | Teacher reads to elder pupils. |
| 8.0 | ..... | Elder pupils retire for the night. |
| 10.0 | ..... | Staff retire for the night. |

Wednesday and Saturday Afternoons are holidays.

N.B.—1. There are *special books* provided for each teacher, *e.g.*—

- (1) *Reference books* for every subject.
- (2) *Class-work books* for preparation of lessons.
- (3) *Teachers' Guide Books.*

COURSE OF DRILL, by Miss ELLIS, Head Schoolmistress, Blind School, Leeds.

The following are six dumb-bell exercises taken this year by
Classes I. and II.

Ex. I. For muscles of arms and shoulders. (1) Twist the bells outward and inward. (2) Arms extended sideways level with shoulders. (3) Arms above head, head thrown back. (4) Arms to the front, level with shoulders.

Ex. II. (1) Bells on shoulders, elbows level with shoulders. (2) Extend sideways, level with shoulders. (3) To shoulders. (4) Above the head, arms parallel. (5) To sides of the chest, elbows drawn back. (6) To front, level with shoulders, arms parallel. (7) To sides of chest. (8) To sides, arms straight.

Ex. III. For all the principal muscles. At the command "apart," left foot to be carried about 18 in. to left side, hands by the side. (1) Bells to floor in front of the

- right foot. (2) Bells to sides of chest. (3) Bells above the head. (4) Bells to sides of chest. Repeat the four movements to the left side.
- Ex. IV. Bending and stretching the body. For muscles of sides, back, and chest. (1) Bend well over to the left side, raising the right arm above the head. (2) Repeat to right side, raising the left arm above the head.
- Ex. V. For all the principal muscles. (1) At the word "bend," step out 18 in. to right side, at the same time bending right knee, and touching floor in front of right foot with both bells. (2) Bells to sides of chest. (3) Bells forward, level with shoulders. (4) Swing arms smartly round left side by pivoting on heels, at the same time stiffening right knee, and bending left knee, arms stiff.
- Ex. VI. For muscles of chest and back (lunging exercise). At command "lunge," lunge well out to right side. Bells to sides of chest. Right knee bent, left knee stiff, feet at right angles. (1) At "right," extend right hand vigorously. (2) Return right, and extend left hand. At the word "change," pivot round on the heels, and face to the left, with bells to the chest, at the same time bending the left knee, and stiffening the right. Extend both hands together, and return to chest.

DISCUSSION.

Rev. H. T. G. KINGDON (Bristol)—I am sure we are very much indebted to Mr. Stainsby for the able way in which he has prepared his paper. The questions which have been asked seem to be most comprehensive. We have had set before us the ideal of what a blind school should be. I should like to say a word or two first on qualified teachers. The average teacher who comes from a sighted school is practically useless for the first six months, and may even then prove a failure as regards blind school work. I maintain that we have no time to train our own teachers to any great extent, beyond giving a little instruction in Braille, and that they ought to be trained before they come to us. I have found in the short experience I have had that there is often a certain surface knowledge of Braille, but not that technical and practical knowledge which is absolutely necessary in teaching the blind. The consequence is, that the children suffer, and do not learn the

Braille as they ought to learn it. Two things have been forced upon me as regards teachers—(1) That there is a great need of a special training college, where specific instruction can be obtained which will not at the same time disqualify them for work in sighted schools; (2) are we right in expecting so much from our teachers? In many of the smaller schools it means very hard work for our teachers, and I believe that has a good deal to do with the difficulty of getting good teachers at the present moment. I will not say much about blind teachers, for I have had no experience of them, but I think the great question is supervision both in and out of school. It depends very much on local circumstances and on the size of the school whether you should have blind teachers or not. I should like to say a few words about music. I think that too much time is given to music. Too much money is spent on it in many schools, and there is a great deal too much sentiment about it. We must first of all be practical. Our business is to fit our pupils, not merely to enjoy life, but to live, and to be useful members of society, and to be able to be independent and to support themselves by their earnings.

Mr. J. J. PLATER (Birmingham)—I have very great pleasure in congratulating Mr. Stainsby on his excellent paper, so full of thought and practical experience that it almost leaves one in doubt as to whether there is anything more to say. There are one or two points I should like to emphasise particularly. There is the subject of blind teachers, and the means of educating people to become teachers of the blind. In our Birmingham Institution the best teachers have been trained as pupils in that Institution, and then advanced to being teachers. One cannot do better than accept the practical outcome of experience. My experience in Birmingham and as a member of the Council of the College of Norwood is that the training there received has turned out men and women qualified to teach the blind. I think it is more easy for a blind person who has the power to convey his or her will to the pupil to be a successful teacher, because they have gone through a course of training necessary to meet the requirements of their own case. Now, I wish it to be clearly understood that I am raising no objection to sighted teachers. Every Institution must have eyes about it. Reference was made to mental arithmetic. To my mind, that is one of the most important features in the training of the blind. Take my own case. I had a business training before I lost my sight, and I seemed to take up mental arithmetic with great ease. If a business man goes out for orders he must be efficient in mental arithmetic, and ought to be able quickly to bring to his mind the cost of production when giving a

quotation to his customer. In every business, no matter how small, good book-keeping is absolutely necessary. Now, if a man has a good memory, and is well trained in mental arithmetic, he can give great assistance to those who are making up his books. When I employed only some eight or ten men I used to give from memory particulars every week to whoever was assisting me in my book-keeping, and I hardly ever found a mistake. I urge the cultivation of mental arithmetic as being of the very highest importance in Institutions where handicrafts are taught to the blind.

Mr. W. H. ILLINGWORTH (Manchester)—There are two or three things I should like to mention in regard to the paper that has been read, and the criticism passed thereon. I feel I cannot press too strongly the necessity, at this time of day, for separating the young children from the older children and adults. This is an impression I should like all members of the Conference to carry away with them. I would like further to mention the very great value I have found in bead work. The teaching of bead work and the teaching of reading have a distinct connection, and should be carried on simultaneously. Whilst I was at Craigmillar I had as pupils several ladies and gentlemen, who had had the misfortune to lose their sight, and who came to me for instruction in Braille writing and reading. In every case I began by teaching them bead work. They thought it was child's play, but I got them persuaded to learn it at the same time as they were beginning the Braille alphabet. Any one who tries it will find that adults as well as children will learn the Braille very much more quickly if at the same time they take up the bead work and make up little objects in bead and wire. Mr. Stainsly mentioned nature study in regard to the kindergarten. Nature study is a very important element in the education of sighted children nowadays—in fact, we may say that in many schools nature study has run mad. I think that the time has now come when our blind children might have a great many advantages in this respect. In deaf and dumb Institutions it is quite common for the children to be sent out during the school hours for what is called an observation walk, to take notes by the way, and have common objects, trees, animals, and such like explained to them by their teacher. I advocate that that course should be followed in blind Institutions. Just the other day the whole school at Henshaw's were taken out by their teachers to some very beautiful public gardens for an observation lesson, and they came back greatly delighted. They had gone through the palm house, and the gardeners took an interest in them and allowed them to touch various flowers. I think this is a course which might be followed with advantage

where there is any accommodation for it. I must disagree with Mr. Stainsby in the remarks he made as to the teaching of writing. I do not agree when he says that writing is taught wrongly. I think it is essential that the blind should learn to write dot by dot with the style, as the child gets a better grip of the Braille in that way than he would do with a machine. I would urge the great advisability of the Braille notation being taught to all music students. One of the great arguments brought against blind organists is that they cannot play a tune in an emergency that they have not in their vocabulary. Now, I know that some of the young men that have gone out from Craigmillar have been in this position when a strange minister has come and asked for a certain hymn. While the minister was preaching his sermon the organist went over his hymn book and learned the hymn. Now, that is a privilege that those who learn music orally only cannot enjoy. I must protest against the statement made by Mr. Kingdon with regard to teachers from ordinary schools being absolutely useless for six months after they come into a blind school. I may say that when I was appointed twenty years ago to the headmastership at West Craigmillar I had never been in a blind school before, and I did not know a letter of Braille, but I do not think that I was absolutely useless for six months after I went there. I think that any ordinary school teacher who is endowed with an ordinary amount of common sense and with a little extra enthusiasm can make himself of use from the first day. Instead of taking six months to learn the Braille system, he will learn it in six days, or even less, if he gives himself up to it. I believe the reason why Institutions have failed in the past in securing good teachers is that the Directors have been looking for trained teachers rather than for skilled teachers.

Mr. B. P. JONES (London)—I find from Mr. Stainsby's paper that there are nineteen in favour of residential schools and only two in favour of day schools. Perhaps you would like to hear the experience of one who superintends day schools as well as residential schools. Some four years ago, when I went to London, we had something like 350 children on the roll, and they all attended day centres. We have now three residential schools—boys between thirteen and sixteen years in one place, and girls of the same age in another, and the younger children—from five to thirteen years of age—attend the seven day centres in various parts of London. One objection was raised by Mr. Stainsby with regard to day schools, that the children could not get efficient physical training. That has not been my experience in London. We have the centres attached to the ordinary schools, and, where necessary, the teachers take the

children either to the infants' hall or the girls' hall for drill. Another point was the attendance. We do not have quite such good attendance at the day centres as at the residential schools, but still our attendance at the day centres is close upon 90 per cent., which is not so very bad after all. We have not found very great difficulty as regards the bringing of the children to and from school. They come from long distances in charge of guides, who are generally their brothers or sisters attending the ordinary schools. They travel by tram, omnibus, or train, and that in itself is educative. Another point against day schools was the risk of infectious disease. I cannot say that that interferes much with our work. Furthermore, when infectious disease breaks out in an Institution there is a certain amount of danger, and often the whole school has to be closed. However well a residential school is conducted, and however kind the teachers are, it is impossible for the blind child to have what one might term the loving care of parents. I think much good may be done by educating the parents. I go all over London and visit various homes, some of them being certainly some of the worst type. In some cases, after advising the parents, they have altered, and have sent their children to school clean, tidy, and well cared for. The worst cases we board out with foster parents near the school. I hope that before long dinners will be provided at the centres. There is no reason why young children from five to thirteen years of age should be taken away from home if the day system is carried out efficiently. I am not in favour of what Mr. Kingdon said just now with regard to the teachers. Four years ago we had nothing but blind teachers in our schools, but now we have sighted teachers as well. The sighted teachers we engage are those who have had the ordinary training, and I find that they pick up the Braille in a very short time, and they certainly do their work well. I do not think it is necessary to have a special college for teaching the Braille.

Mr. J. KEIR (Aberdeen)—I don't think I should have entered into the discussion had it not been that there is one form of education which has not been touched upon either by Mr. Stainsby or by any of the subsequent speakers. Mr. Stainsby has told us in a very interesting manner of the different forms of education existing in Institutions and the different classes carried on in various schools. The method to which I should like to refer is the teaching of the blind children along with their more fortunate sighted fellows. I may say that this method is being carried on in Aberdeen. Although the experiment has been going on for only about twelve months, still I think that sufficient time has elapsed to enable us to say that

success is likely to attend our efforts in a very satisfactory degree. I know well that it has been said over and over again that it is very difficult for a child afflicted with blindness to hold his own with his sighted companions. I also know that it has been pointed out over and over again that he is exposed to numerous dangers, dangers real and imaginary, but I also know that children who attend an ordinary school and have to mix with ordinary school children learn habits of self-reliance and independence, which are a vast help to them in their after-life. In Aberdeen we admit the blind children into the ordinary classes, and they are put under the care of the ordinary teachers. In addition to that, we have visiting teachers, who are themselves blind, and who give special tuition for a number of hours each week. I should like to say how much I appreciate the statement made by Mr. Illingworth, that a sighted teacher can learn Braille reading in six days. That is a contention I have long held. I do not agree with Mr. Kingdon that you need a special college. All you want is to have added an additional subject, namely, that they acquire a knowledge of the methods of teaching the blind. I have also heard the argument that Mr. Stainsby used to-day, how necessary it is to have a blind child get special tuition because of his home circumstances. We are all agreed that it is a most deplorable thing that so many of our working-class homes are so miserable, but that state of matters is not confined to the homes of the blind. If we are trying to ameliorate the conditions of living in the larger cities, then the homes of the blind will also share in some small way in the general benefit.

Dr. F. J. CAMPBELL (London)—I had intended to go very fully into some of the subjects raised had time permitted. All my sighted teachers can teach Braille. When I get applications from teachers, and they say that they can teach the blind, I answer that I want a teacher who has natural aptitude and enthusiasm for teaching, and in a short time the information required for the special methods used in schools for the blind can be given to them. The great advantage in a residential school is, that, beside the ordinary school subjects, the children can be trained to become neat, active, and self-dependent. Many children when they enter school cannot dress or feed themselves. Great attention should be paid to the games and sports of the children. In the college one form of exercise is a competitive walk of twenty minutes before breakfast. Last year the girl who won the prize walked sixty-seven miles between Easter and the end of July. We take the children on a great many expeditions to the woods and fields, where they can gather wild

flowers. They not only enjoy these expeditions, but gain much useful information. In residential schools the children can have the best physical, technical, and musical instruction. I hope, either in connection with the paper this afternoon or one of the other papers, we shall pass a resolution to send a deputation to the Government applying for secondary education for the blind.

Mr. A. N. SHAW (York)—It is extremely difficult to add anything to what has been so lucidly stated. I wish to emphasise from the blind teachers' point of view, the attitude of some which, if successful, would cause considerable injury to the blind. There appears to be a certain amount of antagonism to the employment of blind teachers. I do not profess to say here that this antagonism originates with the inspectors of schools, but there is ground for believing that it has been stimulated to some extent by their action. This antagonism has not taken an organised form, but the fact that it exists is a sufficient indication of the danger which the blind will have to face if it becomes a factor in the general administration of Institutions. In that case it will be material to show that there is not a single vestige of truth in the statement, that because a man happens to have lost his sight he cannot be employed as a teacher. I quite admit that a blind person would not be eligible as a corrector of habits, which it is most desirable to eradicate. No person is more alive to the limitations of blind teachers than I am myself. I regard the prime function of an Institution as being that of developing the faculties of blind persons, so as to provide every possible opportunity for the exercise of these faculties as a means of earning a livelihood. Now an Institution can only be said to justify its existence in the exact ratio in which these conditions are satisfied. If my reasoning on this point is correct, then the employment of as many blind teachers as possible becomes an imperative duty, which no manager of any Institution can be justified in neglecting.

Mr. A. B. NORWOOD (York)—I desire to associate myself with all the appreciation which has been expressed of Mr. Stainsby's paper, and I ask permission to make one suggestion in connection with it. In these days when an attempt is being made, with more or less success, to reduce the education of our young people to a properly co-ordinated and scientific system, it would be well if Institutions for the blind would take steps to interest the teachers and students of the training colleges and teaching centres in our cities and towns in the methods and appliances used in teaching the blind. The benefit would, in my mind, be at least two-fold. It might happen that some

students would become so interested in the work as to determine to find their vocation in the education of the blind, and so lessen the difficulty which now exists in finding teachers for some schools; and, secondly, in the course of a short time teachers in ordinary schools would be able to deal more intelligently with the cases of defective sight which come so frequently under their notice.

Mr. W. H. DIXSON (Oxford)—This is not the time for the distribution of the small change of compliment, and therefore I hope Mr. Stainsby will take for granted all those points in which he and I agree. It is difficult to say how far the antagonism to the existence of blind teachers has grown. Yesterday I was inclined to think that it loomed very large. This morning I was pleased to learn from Mr. Stainsby that it was infinitesimal. Whether it is infinitesimal or not, there can be no doubt that the blind man in at least certain subjects is necessarily much more of an expert than a sighted man, simply because he is a blind man. With regard to the training of teachers, I would suggest that some kind of text-book should be prepared on the psychology of the blind, that is to say, on the effect which blindness has upon character, because it is only by knowledge of that kind that a teacher newly arrived at a blind school can get into the best way of dealing with the people with whom he has to deal. Far be it from me to disagree with my former chief, Dr. Campbell, but I think that we ought to remember that all schools are not staffed like his, and that the head teacher in a small school does not have the time in which to instruct his children in the methods of teaching the blind. In a small school you want to have a man who knows as much about teaching as possible. Of course, mistresses like to train their own servants, and I have no doubt that the same applies in some cases to the teaching of teachers, but still I think that in most schools we prefer to get our servants ready trained.

Rev. ST. CLARE HILL (Leatherhead)—There is a great deal to be said for a day school as compared with a residential school, and *vice versa*; but there is this important consideration in the case of a day school, namely, that the child is under training for about five hours in the day, while in the case of a residential school we may easily double that number of hours, and perhaps more. That is very important, because the more hours we bring a blind child under training the better. There are many difficulties as regards mixed classes, and there is no doubt that the moral difficulty is an important one, but supervision will very largely meet that difficulty. In connection with the subject of mixed classes we should not lose sight of the fact that some-

times in the smaller schools it is impossible to arrange for classification if you also desire to separate the sexes. The Government are exceedingly desirous to effect classification as much as possible, because classification generally means more effective and thorough teaching. It seems to me that the word "secondary" is not altogether an adequate term. Perhaps "technical" would be better, but I shall refer to that point at some other time this week. It would be a great boon to us if some one would invent a cheap, strong typewriter for the blind. I have used the "Simplex" for some time, but it is such an unsatisfactory instrument that one sometimes doubts whether it is worth while going on with it. The blind want a typewriter, but it must be cheap and strong. I was amused at Mr. Illingworth's remarks about the hymn tune *versus* sermon. I am ready to give permission to any organist to spend the whole of the time of my sermon preparing his hymn tune, if by doing so he will be all the more capable of rendering perfectly his part of the service.

Mr. KRUGER (Cape Colony)—I have listened with intense interest to the paper on the "Education of the Blind" and to the subsequent discussion. Being blind myself, I would strongly urge all teachers to do away with sentiment in connection with the teaching of the blind. There must be real sympathy, but not sentiment. The blind, as a rule, have sentiment and pessimism enough in them, and they are very apt to have these characteristics appealed to. Now, I think that is a mistake. What we want is true sympathy. I have met with much active kindness and sympathy, and that is what I desire. I should like an opinion to be expressed by this Conference with regard to the deaf and dumb. The school with which I am connected has a branch for the deaf and dumb as well as for the blind. We have about fifty blind and about sixty deaf and dumb. When the school for the blind was first opened it was opened in connection with the deaf and dumb. I was one of the first schoolboys there, and it was found we quarrelled too much with the deaf and dumb, so they made it into two different departments under the one administration. I have found that they do the same in other places, and I think it would be very valuable if this Conference would express an opinion on that matter.

Mr. COLLINGWOOD (Exeter)—With regard to the choice between residential schools and day schools, it seems to me that it all depends on the homes. When the home surroundings are deplorable, I feel that the best thing that can be done, in the interest of the child, is to take the child away. Within the last month my committee had an application from the Torquay Town

Council to take a child a little over four years of age. We are not fortunate in having a kindergarten school, but we felt that, no matter what personal inconvenience it meant, there was a moral obligation on us to take that child, because the home surroundings were so deplorable that if the child were left till it was seven its habits would be ten times worse. With regard to the special question of teachers, I fear that Mr. Kingdon's hope that we should have a special college for teachers of the blind is a visionary one. I do not think it is really necessary. Mr. Norwood has thrown out an admirable suggestion, which has been in force for about four years, so far as we are concerned. I would advocate that every school should take up the Braille notation in the teaching of music. I would also suggest that every Institution should annually have its music pupils examined by the examiners of the Incorporated Society of Musicians both in theoretical and practical work. The examiners are all thoroughly competent men; most of them are doctors of music, and the society has recently started an examination in Braille in six grades, including harmony, counterpoint, &c. The papers are examined by a blind Cambridge professor, Mr. James Dawber, Mus.Bac.(Cantab.). I know that the examination is a splendidly graded one, and quite thorough.

Mr. W. H. TATE (Bradford)—At this moment I shall only interpose with two thoughts. Mr. Stainsby seemed to suggest that because there were seventeen votes in favour of residential schools, and only two in favour of day schools, the day schools therefore went by the board. I am a representative of a day school, and yet I have voted in favour of residential schools. The question is how to arrive at the best thing for the children, and, after my experience of the past eighteen years, I have become convinced that the residential school is the ideal thing. Nevertheless, I appreciate and value most highly the great work which has been accomplished in the day school at Bradford. For many years past our children, though under training only five hours in the day, have compared not unfavourably with those who have received much longer training in an Institution. The question of the home has been referred to, and it is at the bottom of the whole matter. Home influences have been the ruin of several of our children, notwithstanding all that has been done for them in school. One of the teachers in the Bradford school suggests that in residential schools the children should not be housed in one or two large buildings, but should be placed in a series of homes, each under the care of its own house-mother, so that the children might thus realise, in some measure, the conditions of a true home. You cannot begin too soon in life the study of the possibilities of the child. One of the best suggestions of this morning has been that of Mr.

"Dixson on the "psychology of the blind." Hitherto the chief idea has been how to enable the blind to become skilful in handicrafts. Where this alone obtains, estimable though it be, the real life is apt to become poor and narrow. When the children leave school and become workers, they are sometimes exposed to temptations after working hours which do not lead in an upward direction, and to counteract this I suggest that we should begin early to study the characters of the children, and to build up in them a love for that which is high and noble and good.

Dr. A. W. G. RANGER (representing the British and Foreign Blind Association, London; the Indigent Blind Visiting Society, London; and the Barclay Home for Poor Blind Girls, Brighton) —Mr. Chairman, I think that the great point is not a question of whether in any particular case the teacher shall be a blind or a sighted teacher, but that the teacher should have previously gone through a real training in the art of imparting knowledge in some well-recognised training college. The art of imparting is quite a different thing from the art of acquiring knowledge. The importance of having trained teachers is being increasingly recognised for the sighted, and I think it should be a rigid rule in all blind teaching Institutions that there should not be a teacher in the school who does not hold a certificate of at least two years' definite training in the art of imparting knowledge. If such a certificate is held, then it is of comparatively little importance whether the teacher be sighted or blind.

Mr. H. STAINSBY (Birmingham)—At the conclusion of this, the first session of our Conference, I feel it a duty and a very great pleasure to propose a very cordial vote of thanks to our Chairman, the Right Hon. the Earl of Haddington, for the very kind and impartial manner in which he has presided this morning. We all feel deeply grateful to him for his presence.

Mr. HENRY J. WILSON (London)—I beg formally to second that resolution.

The motion was carried unanimously.

The CHAIRMAN (Lord Haddington)—I beg to thank you for the kind way in which you have received the motion which has been proposed and seconded with regard to myself. I feel that what I have done and can do is but little. I only wish I could do more.

Tuesday, 20th June.

Afternoon Session.

The CHAIRMAN (Lord Haddington)—I do not know whether the Chairman can be out of order—I suppose he can—and, if so, I am out of order at present. I wish to make a few remarks with regard to what fell from Mr. Stainsby this morning with regard to the Braille system and Mr. Maclaren. I did not found my remarks on a baseless fabric. I think my authorities are pretty strong, but I won't quote them all. The *Morning Post* says—"A new method of printing embossed books for the blind on the Braille system has been patented by Mr. J. W. Maclaren, of Edinburgh. The new process entirely does away with the present laborious and costly punching of brass plates, and, it is claimed, accelerates the speed of printing more than fifteen hundred times, while vastly reducing the cost. Printed sheets, it is stated, can be turned out at the rate of two thousand an hour." The *Scotsman* also gives a description of Mr. Maclaren's system. The *Sheffield Daily Telegraph* says—"The world does not stand still, even in matters relating to the blind. Just as the Braille method has superseded to a considerable extent the older methods of printing for the blind, so the Braille method, in its turn, has been improved upon by an invention hailing from the Scottish capital. A gentleman there, Mr. J. W. Maclaren, set himself to devise some means whereby the Braille method of printing might be reduced in cost." The *Glasgow Herald*, the *Weekly Scotsman*, and other papers have notices of Mr. Maclaren's system. Under these circumstances, I think I was justified in saying that great credit was due to Mr. Maclaren and to the Edinburgh Braille Publishing Company for the improvements they have made in the Braille system. I see that, according to the programme, my left-hand neighbour, the Rev. Thomas Burns, is chairman this afternoon. I therefore most heartily resign the chair to him, knowing that he will perform the duties better than I.

Rev. THOMAS BURNS (Edinburgh)—Will you permit me to move that Lord Haddington do occupy the chair? ("Agreed.") We have to congratulate and thank him on the great interest he has shown in this Conference. Let me now introduce Mr. Illingworth, who is to give the paper this afternoon on a most important subject. This morning, in the discussion on "Elementary Education," I had the greatest sympathy with the opinion expressed that the blind should be educated and trained as far as possible in schools specially equipped for the purpose. It is desirable also to remember that we can never do without

having in our school staffs a certain number of seeing teachers. I have learned, as chairman of our Institution, that a mixture of seeing and blind teachers is a system which always works best. With regard to the subject this afternoon—"The Secondary Education of the Blind"—I was delighted to hear the suggestion that a deputation should be appointed to approach the Government for the purpose of bringing before them this important subject of "The Secondary Education of the Blind." Some years ago I was appointed one of a deputation to approach the Education Department and press this matter, and to urge that greater facilities might be given for training the blind to become teachers in blind Institutions. It now gives me very great pleasure, indeed, to call upon our old friend, Mr. Illingworth, to give his paper.

HIGHER EDUCATION OF THE BLIND.

By Mr. W. H. ILLINGWORTH, Superintendent, Henshaw's Blind Asylum, Manchester.

I DESIRE at the outset to express the sense of responsibility which I feel in having so important a paper entrusted to me, and my thanks to those ladies and gentlemen who have so kindly given me the benefit of their experience in answer to my table of questions.

At the same time I thoroughly appreciate the honour which has been conferred upon me, and trust I may be enabled to deal with the subject in a manner acceptable to my hearers, and productive of a healthy discussion which shall result in some practical good to those in whose interests we are met.

I propose to take my table of questions *seriatim*; give verbatim the answers received with the names of the various authors, and then my own comments and ideas thereon.

Question 1.—What do you understand by the term “higher education” as applied to the blind?

Mr. Henry J. Wilson, Secretary of the Gardner's Trust, says—“The same as that defined in the Education Act, 1902, Part ii., viz., ‘education other than elementary.’ This definition gives great latitude.”

Mr. Henry Stainsby, Secretary and Superintendent of the General Institution for the Blind, Birmingham, says—“The higher education of the blind should be interpreted to include instruction in any profession, trade, or handicraft, which may ultimately be used by the blind as a means of livelihood.

“The higher education of the blind is not (except in a few instances) synonymous with the higher education of

the seeing. Take an illustration: a young man, but for his blindness, has in him the making of a thoroughly able draughtsman and mechanical engineer; on account of his lack of sight he has to fall back on some handicraft—say, basket-making. The higher education of this person, which should have taken the form of instruction in draughtsmanship and engineering, must now take the lower form of tuition in basket-making, but should be still be classed as ‘higher education.’ I am fully aware that there are some blind persons who can benefit by higher education strictly so called, and become solicitors, ministers of religion, teachers, &c., but these compared with the vast majority of the blind only make them rare exceptions.

“The whole question of your paper turns on the definition of higher education as applied to the blind.”

Mr. Walter Littlewood, School for the Blind, Waver-tree, Liverpool, says—“By the term ‘higher education of the blind’ I understand the education of the blind after the age recognised by the Board of Education.”

Mr. W. H. Tate, Director of Bradford Blind Institution, says—“Higher education for the blind should have for its object the highest possible development of the individual physically, mentally, and morally, and should be directed to such studies as tend to increase the number and variety of interests in life, to widen the outlook of the mind, to develop self-reliance and self-control, and to create a noble type of character.”

Miss Dawson, school mistress, Dundee Institution, says—“Higher education as applied to the blind I consider to be an education on any special subject for which they show some natural aptitude and one at which they are likely to earn a livelihood.”

Mr. Norwood, Blind School, York, says—“The higher education of the blind should include the drawing out and developing of their powers in any or all such ways as will enable them to become self-supporting, special

care being taken in the case of those who are intended for industrial pursuits to give them mental equipment with which to obtain for themselves in after life intellectual recreation."

Mr. Robertson, Governor, School for the Blind, Benwell Dene, Newcastle, says—"The extension of their training after sixteen years, in order that they may become more proficient in their various trades or professions."

None of these replies, individually or collectively, however, I venture to suggest, quite covers the ground, or is sufficiently broad, and at the same time lucid and to the point. We want, in these days of revolution in the educational world generally, to get away from time-worn platitudes and stereotyped ideas in regard to methods of educating the blind.

By all means give the blind youth, man or woman, such technical training as may enable him to become self-supporting in whole or in part, by manual or other occupations. Direct his studies, as Mr. Tate says, "to increase the number and variety of interests in life," &c., &c., but we must aim at something more—something greater—something infinitely higher than all these. Speaking to me the other day on the elementary education of the blind, Dr. Eicholz, H.M. Inspector, said words something like these—"True education of the blind is the calling forth and developing in the blind child those faculties, powers, or sensibilities which shall be of the greatest service to him as a compensation for the lack of sight. In other words, education, except in so far as it fails to fulfil the function of a compensating power, is practically worthless."

This is the most concise and lucid description of the subject I have ever come across, and it applies equally well to higher education.

Now, the compensating power or faculty most generally looked to to supply the want felt by the lack of sight is "the sense of touch," and the general rush after this one

single sense and its development has led to the neglect of the other powers or senses, with the exception of the sense of hearing. The sense of hearing, however, has only been systematically developed and educated in the case of those studying music, and then not in the direction which is probably the most serviceable—that is to say, in the direction which goes farthest as compensation for the want of sight.

I maintain that from the kindergarten to the highest classes in the school, teachers should devote special attention to the cultivation of the sense of hearing. The youngest children should be taught to recognise (*a*) the nature or material of an object by the sound it makes when struck, or otherwise caused to produce audible vibrations; (*b*) the direction from which the sound proceeds. At a later stage, the recognition of footfalls, and the difference between the sounds produced by their own feet under varying circumstances, and so on till, when we come to higher education, the ear should be so sensitive that individual sounds can be singled out and recognised among several others. But I go further, and would here crave your careful and patient attention to what I dare to put before you as a sixth sense, what I believe to be as truly a sense as sight, hearing, and taste. I refer to the sense or power of perception by means of nerve transference beyond the limits of the body, which sense is again subdivided into physical and mental forces; the former being more of the nature of reflex nerve action and the latter voluntary will power. I am fully aware that some of my hearers are mentally dubbing me a psychical idiot, but I assure you I am speaking only what I know to be a fact and have proved.

Time does not permit me longer to dwell on this part of my subject—I wish it did—I would that my paper for this Conference had been “Psychology and the Higher Education of the Blind”—but I will simply refer doubters to the case of David M’Lean, on whom I read a paper at

the Conference of the Deaf in London, 1903, in support of my statements. I hold that development and systematic education of this "sixth sense" should be an essential factor in the higher education of the blind. It goes further as a compensating power for the lack of sight than all others put together, and I am confident that the steady and persistent cultivation of it will do more to raise the status of the blind community generally than any other branch of education.

This brings me to my second question.

Question 2.—What subjects would you include under this head?

Mr. Henry J. Wilson—"All instruction in trades, handicrafts, and professions; in fact, nothing less than all 'education other than elementary.'"

Mr. Littlewood—"I should include any subject intended to be the means of earning a living by the blind, such as music, pianoforte tuning, commercial subjects (shorthand, typewriting, commercial correspondence, &c.). All manual trades (basket-making, mat-making of various kinds, boot-making and repairing, gardening, &c.). Preparation for school teachers, private teachers, teachers of elocution and language."

Mr. Tate—"The subjects taught should include mathematics, literature, history, psychology, and such studies as tend to promote a well-balanced judgment and an energetic and powerful will. Those persons who are intended for any special career, as music, should also receive such a course of training and general culture as shall not only render their society agreeable and attractive, but enable them to fulfil their particular vocations with greater ease, acceptance, and efficiency."

Mr. Norwood—"All the subjects, literary, musical, and industrial, now practised by the blind as a means of self-support, and mental culture, with any others which may be subsequently adopted for the same purpose."

These replies cover the ground admirably, and I have little to add except this: For the equipment of schools and Institutions to the end that they may do their part thoroughly and well in all these branches, no pains or money must be spared by the authorities of such Institutions to make their machinery as perfect as possible. The best teachers procurable, teachers who are not only certificated, but enthusiastic, must be obtained, though a good price will have to be paid. The foremen and instructors in the shops should be smart, tidy, polite, and very skilful at their work. What is more, they must be able and willing to impart their knowledge to their pupils. As such a general raising of tone in schools and workshops will undoubtedly mean raising of cost of training, so no doubt it will also result in a higher percentage of self-supporting, self-respecting citizens, and thus increased grants from the State for such training will be more than justified, even on purely economic grounds.

But this special instruction under the head of "Higher Education," for which the Board of Education authorises Education Committees to pay, must in common fairness be also available for those who lose their sight after reaching mature years. It is distinctly "education other than elementary," and therefore should be paid for as such by the Board of Education. Of course, it is not a matter of any serious moment whether the expense of training these adult blind be recovered from the Education Committees or the Boards of Guardians, but for reasons of sentiment the former is preferable.

Question 3.—Should music be taught only to those who are to make it a profession?

Mr. Wilson—"No! Music is so enjoyable and so educating that I think all blind children, except those quite devoid of any musical capacity, should be taught it elementarily, but only those who have a very decided aptitude should be trained for the profession of music."

Mr. Stainsby—"I think music should be taught to all who have a liking for it, but in those instances where it will not be practised as a profession, the study of it should not be allowed to interfere with trade pursuits."

Mr. Littlewood—"No, but I consider it a waste of time to attempt to teach it to all blind. I should insist on the pupil having a distinct gift for music before giving much time to it, and if not to be used as a means of earning a living, I think there should be at least a possibility of the home being in such a degree of comfort as to possess a piano. I cannot see the good of teaching it to a pupil so poor that there will be no possibility of having access to an instrument."

Mr. Tate—"Music should be taught to all the blind who have taste, intelligence, and a desire to learn. The course of study should be so arranged, however, as to form part of the ordinary education, from childhood onwards, and it should be treated as a purely recreative art.

"The training for such as manifest exceptional ability, and for whom a musical career may be deemed most fitting, should be specialised as soon as a decision has been made regarding them, so that there may be a marked difference between the training of those who are intended for the professional life, and those for whom music is intended as an agreeable exercise and delightful recreation."

I have singled out this subject for special attention and discussion, because it is without doubt the one which has been found most generally useful and possible as a profession; and, further, because there is considerable diversity of opinion regarding it, and as to whether it should be taught at all, except to those of distinct musical taste and ability; in other words, those who would probably adopt it as a profession. It is a matter of no little surprise to me that the violin, 'cello, flute, and other portable musical instruments are not regularly taught in all Blind Institutions. Even though such instruments might not be the direct means of bringing in a living to

those who learn to play them moderately well, they would certainly be the means of employing delightfully and profitably many an otherwise dull and dreary hour, and also of giving pleasure to others.

I know full well the stock of old wifish arguments regularly trotted out by numerous grandmotherly good people of both sexes, on Institution Boards and off. They say "a little knowledge is a dangerous thing, and to teach a blind boy the cornet or the violin is tantamount to setting him up as a street and public-house entertainer, therefore do not put such a dangerous instrument into his hands." Oh! those unco guid folk! To be strictly logical—which, by the way, such folk seldom are—they should not teach a blind boy to read Braille or Moon, lest by any chance he might make this knowledge of the raised characters a medium for bringing in the coppers from passers-by at the street corners.

We teach our sighted boys and girls to play all kinds of instruments purely for the sake of pleasure, not profit—that is to say, pecuniary profit. Why should we deny to our blind what we willingly give to those who have already so many pleasures?

I maintain that if, while you are teaching a young man or woman handicraft, you put something into his hand which will enable him to find healthy and elevating recreation, full of pleasure and delight, you will make that man a better tradesman, that woman brighter and brisker at her manual work, whatever it may be. Therefore, as a distinct aid to and essential part of "higher education," music and various musical instruments should be taught to all who care to learn.

Question 4.—At what age should elementary education cease and higher education begin, as a rule?

Mr. Wilson—"By the Elementary Education (Blind and Deaf Children) Act, 1893, elementary education ceases at the age of sixteen, and therefore at present it appears that higher education should begin at that age."

Mr. Stainsby—"This depends upon many conditions, and cannot be defined. As a rule it should commence not later than the age of fourteen."

Mr. Littlewood—"It would be better, in my opinion, if the elementary schools could so arrange their work and so grade it that one was the natural outcome of the other. I know this is possible from the kindergarten to the ordinary manual training, and then on to the first steps of a trade. I do not like the various grades being shut off into water-tight compartments, as it prevents the work being arranged as one continuous scheme. I think it would meet the case if the age could be extended, say, to eighteen, and the last three years be devoted more to the special subject."

Mr. Tate—"Sixteen generally. Everything depends upon the attainments of the individual pupil, and no fixed rule ought to be adopted, especially in regard to such as only enter the blind schools two or three years in advance of this period."

Miss Dawson—"It depends very much at what age they come to school, and at what age they may have lost their sight. The child who has been in school at the age of five should be able under ordinary circumstances to begin 'higher education' at the age of fourteen."

Mr. Norwood—"As a rule, elementary education for the blind should cease at fourteen, and their higher education begin from that time."

Mr. Robertson—"Fourteen to sixteen."

The majority favour fourteen under normal conditions; at whatever age higher education begins it should be continued for not more than six and not less than four years.

Question 5.—Do you think it advisable to combine the teaching of ordinary English subjects with instruction in music and handicrafts for those over sixteen?

Mr. Wilson—"Yes, especially to those who went blind

only a few years before they reached the age of sixteen years."

Mr. Stainsby—"Yes, if time and circumstances permit; but it is not practicable or advisable always."

Mr. Littlewood—"Yes, and from the regulations issued to 'secondary schools' this would be necessary, otherwise the conditions would not be complied with."

Mr. Tate—"Yes; the general education of all blind pupils should be continued side by side with their training in handicrafts or music for a term of from five to seven years. This might be carried on in evening or continuation classes, and form a subject for special grants under the Education Department."

Miss Dawson—"If desirable English subjects might be carried on along with music, but handicrafts unfit the fingers for playing, and make the touch not quite so keen."

Mr. Norwood—"Decidedly yes!"

Mr. Robertson—"Not if they have previously had a fairly good education."

I am glad to find that most of my correspondents agree with me on this subject. I feel very strongly the advisability, nay, necessity, of carrying on the process of mental development and culture simultaneously with the physical or manual. We want our workers—more especially our organists and piano tuners—to have as much culture, refinement, and general intelligence as we can possibly give them; they will need it all.

The blind man in the workshop is too apt to think it does not matter whether he can write or spell, so long as he can earn his wages; but it does matter. He should be able to keep a little account book, to read in his spare time, to write letters to his friends, in Braille or on the typewriter. All these things improve a man, make him less of a thing and more of an individual to be reckoned with. Besides this, a couple of hours three times a week or so in school make a pleasant change from the dreary

round and monotony which industrial training too often assumes.

Dr. Eicholz is much in favour of the idea, and suggests the possibility of obtaining grants from the Department for such, under the head of evening continuation classes.

Question 6.—Is it your opinion that the State should provide, through "Education Committees" or "Boards of Guardians," "Municipal Authorities," or some such means, for the industrial training of those who lose their sight after sixteen years, and for how long? What would you recommend as the best means?

Mr. Wilson—"The local education authority should provide for the maintenance of those on attaining the age of sixteen, and also of those going blind after that age, whilst learning a trade, as recommended in the report of the Royal Commission on the Blind, Deaf, and Dumb, &c., *vide* paragraph 247 (2) and (4). This power is at present in the hands of the Guardians of the Poor, but it is only permissive and not obligatory, and not always exercised. The period of such instruction should be permissible for at least four years if necessary. With the consent of the Board of Education the payment for the instruction of several blind persons on reaching the age of sixteen is at the present time being continued by the local education authority under the Act of 1902, part ii. The names of several of these authorities are given in *The Blind*, No. 26, paragraph 29, and No. 27, paragraph 10."

Mr. Stainsby—"On 3rd December, 1896, I attended a Conference held at the residence of the late Duke of Westminster, when our then chairman moved the following resolution, which was carried:—'That the Education Department be petitioned to procure an Act of Parliament making it compulsory for the public authority to provide funds so that blind persons over the age of sixteen may for a period not exceeding five years be instructed in some suitable professions or handicrafts, in cases where it is

considered likely they would benefit by such instruction. This Conference would respectfully call the attention of the Department to paragraph 247, sections 2 and 4, of the Report of the Royal Commission on the condition of the blind.' On the following day a number of us formed a deputation to the Duke of Devonshire, and presented this and another petition, which was practically the same as the foregoing, making the five years' free training to cease at the age of twenty-one. Before the interview took place I had a chat with Mr. Mundella, who pointed out to me (what I had already noticed) that the one resolution covered the other. Since that time nothing has been done by the Government. My ideas are precisely those embodied in the resolution I have quoted at length, viz., that five years' training should be provided for, although this period need not necessarily be fully occupied, but any period after the age of sixteen; by this means, if a man lost his sight at the age of thirty, he could claim five years' training."

Mr. Littlewood—"From my interpretation of the rules relating to 'secondary schools,' the local education authority have the power to train any blind person in their district for a period which may be more, but not less, than four years. I think they only require the matter properly placed before them to put into operation their powers. The expense would not be very great, as the grants earned could reach the sums of £4, £6, £8, £10 respectively during the four years."

Mr. Tate—"Yes; this is already being done at more than one centre. In Bradford the young people from Carlton Street Blind School, on arriving at sixteen years of age, are received at the Institution for one month on trial, and, if found suitable, a report is made regarding them to the Bradford education authority, who thereupon grant three years' maintenance scholarships of the value of £10 first year, £12 second year, and £15 third year, tenable at the Institution for the Blind, which is now a

certified training centre for the blind under the Education Department. In regard to those who become blind in adult life, say, from twenty-one to forty-five years of age, the Guardians of the Poor have, in several instances, defrayed the cost of maintenance whilst being taught a trade."

Miss Dawson—"Certainly some committee ought to be responsible for the training of those who lose their sight after sixteen years of age. Five years would suffice in most cases, and sometimes even less, so much depends on individual cases; it would be difficult to lay down a hard and fast rule."

Mr. Norwood—"Education authorities and Boards of Guardians already possess permissive powers in this respect. The time for which provision is to be made varies with the aptitude of the blind person, and also the occupation taken up. It has been found advantageous in cases already dealt with to make complete provision for a blind learner for a certain period, and then to make a gradually decreasing supplement until the learner becomes self-supporting."

Mr. Robertson—"Yes, three or four years; till twenty-one, Education Committees; over twenty-one, Boards of Guardians."

There is not now much difficulty in getting Education Committees to continue their payments under the Higher Education Act for those pupils over sixteen who have been sent to Institutions by them at an earlier age. What we now require is State provision through some recognised authority for the industrial training of any blind persons up to the age of fifty who desire to learn, and that for at least five years. At present the Guardians have permissive powers, and in most cases they are, I believe, willing to assist, but it should be compulsory when desired, and the whole cost chargeable.

This is the kind of State aid which I would like to see, and which would be the greatest aid to the adult blind.

State aid in the form of Government pension is a veritable "will o' the wisp" held out by a certain section of so-called friends of the blind, but the case which these people make out is a very hollow one. A man, because he is blind, has no more claim on the State for a pension than another man who is a cripple.

Question 7.—Please cite examples known to you of blind men who have succeeded in this country as teachers, ministers, lawyers, &c.?

Mr. Wilson—"Many blind men and also women have been most successful as teachers, and the names of those can probably be obtained from the various schools and local education authorities who have employed them. Many men who have been educated at the College for the Higher Education of the Blind at Worcester, and subsequently at one of the Universities, have taken holy orders, and others are practising as lawyers. A list of these can be obtained, I believe, from the headmaster of the college."

Mr. Stainsby—"I know a number of such, but would suggest that a full list should be obtained from the past numbers of *The Blind*."

Mr. Littlewood—"In my school I have Miss Margaret Morris and Joseph Crocker, both fully certificated and totally blind, who are earning their own living and performing their work completely to my satisfaction. I have also a blind friend, Albert Siddall, who is a successful teacher of bootmaking and repairing, and a home teacher."

Mr. Tate—"Dr. Ranger, solicitor, London; Dr. Campbell, Norwood, teacher; Mr. Pearson, Norwood, teacher; Mr. Warrilow, Oxford, teacher; Mr. H. W. Lane, Bradford, solicitor; Mr. Siddall, Rochdale, teacher; Miss Bell, Norwood, teacher; Miss L. Holden, Bradford, teacher; Miss N. Swithenbank, Bradford, teacher."

Miss Dawson—"Dr. Matheson, Dr. Campbell."

Mr. Norwood—"In addition to the very well-known cases there are Mr. A. N. Shaw, B.A. (Oxon.), first class in the Honours School of Jurisprudence, now assistant music master, York School for the Blind; Mr. James Smith, M.A. (Camb.), mathematical tutor, and at present teacher of mathematics and English in Berlin; Mr. Alfred Hirst, of Ruswarp, Whitby, the well-known authority on the wool industry, and an active worker on behalf of the blind."

Mr. Robertson—"I forget their names at present."

In the course of the last few years the number of such has rapidly increased, and there is much to encourage Institutions to push forward really likely smart boys for the learned professions. Though those who have succeeded in such branches of life may be a very decided minority, or, as some term it, "the gifted few," we do well to remember that every such an one exercises a tremendous influence in weaning the public from the old-fashioned and popular prejudices against blind people. Every such blind man occupying a good social position is a living protest against the cheap and meaningless "pity-the-poor-blind" kind of feeling which exists all too strongly at the present day. There is no denying the fact that, even at this time of day, there are vast numbers of good people whose sole idea of a blind man is the mendicant attached to a dog or following the tap-tap of a stick on the pavement.

The influence of the blind man's success as a minister, lawyer, or teacher of music or English is far-reaching, and does much to raise the status of the whole blind community. Were I asked the question to-day, "What do you consider has been the most potent factor in the very decided advance in culture and social status of the blind generally in this country during the last twenty-five years?" I should have no hesitation in replying, "without doubt it has been the remarkable personality, example, and success of Francis J. Campbell, who, by

his own indomitable pluck, perseverance, and long-sightedness, or, shall I say, far-seeingness—strange quality to attribute to a blind man—has raised himself from the poor blind boy to such a position of eminence, educationally and socially, that dukes, princes, and kings are proud to call him friend. His life and energy have been a veritable inspiration to hundreds, and will be so to hundreds more in years to come.

Question 8.—What is your opinion as to the employment of blind teachers in blind schools?

Mr. Wilson—"That certificated blind teachers and many uncertificated can do thoroughly good work under the supervision of a sighted head teacher."

Mr. Littlewood—"I think they are invaluable in any school for the blind, provided they have sympathetic supervision and help from a seeing officer. I should not advise any blind teacher being placed in sole charge or even head of any school. I have seen many cases where this has been tried, but have never heard of one successful case. I think one important point has arisen during the past few years which has seriously affected the position of the blind teachers, and that is the large numbers of semi-blind children who have entered the schools. A blind teacher is certainly more handicapped than with totally blind children. A better term for such schools would be 'schools for those with defective sight.'"

Mr. Tate—"Distinctly in favour of their employment. If well trained, thoroughly capable, and appointed with due care, they can, under sighted supervision, render excellent service as teachers of the blind."

Miss Dawson—"It is a mistake to employ blind teachers. Their work is necessarily limited to what they learn themselves, and they are unable to correct faults in deportment and behaviour, and, as a rule, blind children require a great deal of attention in this."

Mr. Norwood—"Good blind teachers, when their work

can be under adequate sighted supervision, produce excellent results, and are the only ones who can thoroughly place themselves in the position of their blind pupils and properly understand their difficulties."

Mr. Robertson—"That only those naturally gifted as teachers should be employed, and with supervision."

Though Mr. Stainsby has already dealt with this subject, it is of so great importance that I must refer to it again, and emphasise what is undoubtedly a fact that, under many circumstances the blind teacher is infinitely superior to a sighted one, and this is particularly true in regard to higher education.

Whilst headmaster at West Craigmillar I had at various times blind teachers of both sexes who could not be surpassed by any seeing ones, and whose classes took the highest places in Government and musical examinations, and at the present moment the mistress in charge of the lowest class and the master who teaches the highest at Henshaw's Blind Asylum, both blind, conduct their classes and maintain discipline in a manner which would do credit to the most skilful seeing teachers. Above all, the influence of a blind teacher, especially amongst senior pupils, is most valuable, and his very presence in such a position is an encouragement and incentive to perseverance.

Question 9.—How is the present-day outcry of the H.M. Inspectorate against blind teachers to be met?

Mr. Wilson—"I am not sure what is meant by the 'present-day outcry,' and whether it means the exclusion of all blind teachers, but if it means that only a certain number shall be employed in each school, I should think it could be met by submission to the necessary sighted supervision to ensure discipline, and to prevent children from contracting or continuing mannerisms."

Mr. Stainsby—"I am dealing with this in my paper."

Mr. Littlewood—"First, by better provision for the

training of blind teachers, so that none but those trained thoroughly in the right methods should be appointed or even granted a certificate; second, there are certain subjects that a totally blind teacher cannot teach as well as a seeing one, while there are others they can perhaps teach better. H.M. Inspectors seem to go for those subjects they are least able to teach, and judge all their work by that one test. If this were recognised, and certain subjects were not given to the blind teachers, I think much of the prejudice would disappear."

Mr. Tate—"This is a subject of no small difficulty. One way might be for the blind schools to make a united representation to the Education Department, based upon the actual knowledge and experience of practical sighted head teachers having capable blind assistants under them."

Mr. Norwood—"By pointing to the efficient work now being done by blind teachers in various schools for the blind."

Mr. Robertson—"My best teacher is blind."

Many of these suggestions are good, but I venture to think it is a matter which blind schools and Institutions have pretty much in their own hands. So long as they are careful to employ only skilled blind teachers, and these in reasonable proportion to the seeing staff, the results attained will justify the procedure.

Mr. Ritchie, headmaster of the school at Henshaw's Blind Asylum, with the perspicacity of a true teacher, suggests a positive and not a negative method of meeting the difficulty referred to in my question. He says, "by drawing the attention of H.M. Inspectors to other questions more vital or urgent, and upon which no special knowledge is required, *e.g.*, should boys up to the age of sixteen be solely and wholly supervised by lady teachers, as is done in several well-known Institutions in this country?" I would suggest another subject for careful investigation by the Inspectorate, and that is

whether the teaching of singing from Braille music and voice production are systematically taught by skilled teachers.

I was in a blind school not so long ago where, out of one hundred pupils, there were not three who could sing a simple air from Braille music, and yet that school had been regularly examined by H.M. Inspectors.

Question 10.—Whether do you think the education of the blind can be better carried on in large schools—in point of numbers I mean—or in small schools? Please state reasons for opinion.

Mr. Wilson—"In schools sufficiently large to allow the children to be graded."

Mr. Stainsby—"This question has more to do with the education of the blind under the age of sixteen."

Mr. Littlewood—"Large schools certainly, if the homes are arranged on the 'cottage home' system. A large school does not mean large classes, and it is difficult to provide all that is necessary for the classes on account of expenses, such as gymnasium, swimming bath, musical appliances, &c., &c., but where larger numbers are to be provided for these things are then possible. Another point with large numbers is that the grades can be placed together, and the whole class doing the same work. The out-of-school duties do not fall heavily on the teaching staff when there are more to share them."

Mr. Tate—"Large schools, well staffed, but with small classes, are preferable, as there may thereby be better grading of the pupils, more teachers, and, especially in the case of the junior classes, closer contact with each child."

Miss Dawson—"In smaller schools. So much individual attention is needed, which can only be given to smaller numbers."

Mr. Norwood—"The classes and general work of the school must be of such a character as to permit the fullest

individual attention to each pupil, therefore it is not good to allow the numbers of the school to be in excess of the power of individual attention. For example, the head teacher should be in touch with the character, attainments, and progress of each pupil, and the numbers of the school should not exceed the head teacher's power in this respect."

Mr. Robertson—"I think in small schools; pupils can receive better attention. In my opinion, schools of eighty or thereabouts are large enough."

These answers cover the ground. Miss Dawson's seems to me somewhat of an anomaly, as owing to the difficulty of grading in small schools our pupils get much less individual attention than in large ones.

Question 11.—What forms of physical training do you favour, and why?

Mr. Wilson—"Physical exercises of all kinds, because they are most essential for the blind, whose vitality according to medical opinion is about one-fourth lower than the average vitality of seeing persons."

Mr. Stainsby—"I am dealing with this matter in my paper."

Mr. Littlewood—"Indoor and outdoor gymnasiums, the scheme of physical drill issued by the Board of Education, swimming wherever possible, running and jumping in the open-air."

Mr. Tate—"All forms of physical training involving vigorous muscular and mental movements which are safe and suited to the capacity of the pupils."

Miss Dawson—"Walking and plenty of outdoor recreation: physical drill and gymnastics for boys. When possible, these should be given out of doors."

Mr. Norwood—"A system adopted from the course of army recruits, the object being to set up the pupil, develop the muscles, increase activity, and quicken the intelligence. The work is so arranged that the exercises

constantly vary, in order that the group of muscles used in one exercise may rest in the next, and that no muscle in the body is either neglected or unduly fatigued, care being taken that the exercises for legs and arms are taken alternately."

Mr. Robertson—"Bar bells, dumb bells, or free exercises taken alternately."

In my estimation running (out of doors) and singing with proper breathing exercises (indoors) are the very best, and certainly pleasantest forms of physical exercise. In the former there is scope for competition, rivalry, and sport. How it may be accomplished you will have an opportunity of seeing for yourselves to-morrow evening at West Craigmillar, where exists the first blind running track of its kind laid down in this country.

Question 12.—What do you think of singing in this connection?

Mr. Wilson—"Singing is in many cases most beneficial to the lungs, but there are cases in which a medical opinion is desirable."

Mr. Littlewood—"I suppose, from the effect of singing on the body, it could be classed as part of the physical training, but I should not be inclined to recognise it as such."

Mr. Tate—"Singing, both in class and by individual lessons, is to be recommended for all blind pupils, not only as tending to strengthen the lungs, to quicken the circulation, and improve the health, but also as an excellent tonic for the mind, especially when well and skilfully taught."

Question 13.—Should all pianoforte and organ students—for the profession—be taught piano tuning?

Mr. Wilson—"No, not necessarily in all cases."

Mr. Tate—"As a rule, yes. There are many reasons which might be adduced. It is always advisable for a

blind musician to have an additional occupation at command, in case the chief one should not turn out so successful as had been anticipated."

Miss Dawson—"Tuning should be given so as to give the student a good idea of the instruments he uses, but not necessarily to make them all tuners."

Mr. Norwood—"It is advisable that pianoforte and organ students learn piano tuning; they may find it the best means of earning a livelihood. The converse of this question is certainly true in so far that all pupils taught piano tuning should learn at least the piano, in order to be able to show off to their client the result of their work. If the tuner can play the piano fairly well, the client is often satisfied with the tuning."

Mr. Robertson—"Not necessarily."

I have many reasons for deeming it advisable to teach pianoforte tuning along with pianoforte and organ playing. Such training develops the ear mechanically, mathematically, and in a manner unattainable by other processes. It gives the student a trade as well as a profession, which may stand him in good stead; and it is often the means of introducing him into houses where he afterwards succeeds in obtaining teaching. Conversely, all piano-tuning students should be taught to play, so that they may avail themselves of an easy situation as harmoniumist if such should come their way.

Question 14.—What, in your opinion, is the reason why so few of our blind young men succeed in earning a living as organists? Has the lack of manners and polish got anything to do with it?

Mr. Wilson—"Distrust and ignorance of the capabilities of the blind on the part of the vast majority of sighted persons. Lack of manners and of polish now receive special attention in most schools for the blind, and, as a rule, are not present in the young men who have been

properly and efficiently trained in the profession of music."

Mr. Stainsby—"Too often the lack of sympathy or confidence on the part of the clergy and others who have the appointments of blind organists in their hands."

Mr. Tate—"Incomplete education—awkwardness of manners. Occasionally a little excess of vanity, or, it may be, on the other hand, a nervous, retiring, and over diffident manner."

Mr. Robertson—"I believe it has to a certain extent, but sighted organists are now so plentiful, and competition is very keen."

Whilst I have often found lack of polish and good manners to be the cause of failure, I think one reason why comparatively few of those trained as musicians really can succeed as such is the fact that they are practically pitched out into the world to sink or swim. They have no means at their disposal, and they go down under stress of circumstances, whereas, in the majority of cases, if a little help were forthcoming from the Institution that trained them for four or five years in diminishing quantity, they would have time to find their feet and succeed.

Lastly, in the higher education of the blind, let the trade or profession in view be what it may, strict business habits should be most carefully inculcated and enforced, and these, in addition to a good technical training, coupled with a knowledge of social requirements and usages, a smart and tidy appearance, and polite bearing, will enable an intelligent blind man or woman to go out into the world with confidence, feeling that the lack of sight nowadays does not mean anything more than one of life's misfortunes, and that not by any means the worst, and that a useful, honourable, and happy life is open to them; and further, they have the blessed assurance that, however much blindness may have interfered with their higher education here, it will not interfere at all in the life which is beyond.

DISCUSSION.

Captain J. C. HOBBS (Manchester)—I wish merely to ask a question. Reference was made in Mr. Illingworth's paper to a deputation that waited on the present Duke of Devonshire when he was President of the Education Department, and the idea that was propounded was that the Government should pay for the education after sixteen years of age of those who had been unfortunate enough to have lost their sight. Up to that time the 1893 Act only allowed the Education Department to pay up to the age of sixteen; and it was in the shape of a memorial or a strongly represented suggestion that the request was made that the age should be extended other five years, at least to those who had been unfortunate enough to lose their sight in mature years, and also, as Mr. Illingworth has said, that instead of being permissive it should be compulsory. The question I wish to ask is whether Gardner's Trust, as being a leading authority in the country, either alone or in conjunction with any of the Institutions of the country, has ever made such a representation to the Government, and how that representation has been received?

The CHAIRMAN (Lord Haddington)—I am afraid I cannot give a very satisfactory answer. To the best of my knowledge, no such representation has ever been made.

Captain HOBBS—I hope this Conference won't separate without taking a step towards the pushing on of that question.

The CHAIRMAN—I think it is very desirable that that should be so.

Councillor ROYLE (Manchester)—It is only to-day that I have been informed that I am to take the place of Councillor Plummer, who was to have opened this discussion, but is unable to attend. I may say that I have been very much interested in Mr. Illingworth's paper. We have all come here for a purpose, and it is more than probable that we shall go away better supplied with information as regards dealing with this very important question than we were when we arrived. Mr. Illingworth has touched on something which I spoke to him about, namely, the confining of the music teaching of our inmates to the playing of the piano. I think it is ridiculous that that should be so. We should strive to teach our blind children something by which they can earn their livelihood, and that at as early an age as possible; we ought to be able to retain a hold upon them until they approach the early stage of manhood, twenty or twenty-one years of age. Their maintenance should be paid for by the State, or in some other way, because they do not like receiving help from the Guardians. I have come

in contact with very valuable minds, who, if they had had an opportunity of getting instruction at an earlier stage of their career, would have been amongst the brightest stars I have known. In all probability, they would have turned out useful citizens, and have done something for the country at large. We are teaching a number of our inmates typewriting, because it is something that they can readily turn their hands to without having to go far distant. They might find employment in various offices in town.

Mr. JOHN KEIR (Aberdeen)—In many respects the paper we have just listened to is the most important that is likely to come under our notice. There is no doubt that the higher education of the blind, or what I would prefer to call the technical education, is the most important subject we are likely to have before us. I wish that Mr. Illingworth had devoted more of his attention to technical training. We feel that under the Education Act, which enables school boards in Scotland to provide for the education of juveniles up to the age of sixteen, that is too early an age at which to withdraw from them the means of training. What we propose to do in Aberdeen is that the pupils shall attend school until they are fourteen years, and then those who show signs of being capable of receiving a special training in music or any higher subjects shall have especial means given to them. The idea is that, with pupils in general, however, they shall leave school with their fellow-pupils and be sent to the workshops in the local Institution for an industrial training. That is the best thing we, as a Board, can do for these pupils, seeing that the Education Act will not allow us to do anything more. We feel that we are bound to make the best of the conditions under which we have to administer the law. I am convinced that it does not very much matter how well you educate a boy or girl, how pleasantly or nicely the days of their youth are passed, if you do not put within their power some means of earning a livelihood. Now, I have known of pupils, not specially dull or defective, but fairly bright pupils, come back to Aberdeen from a capital school, and almost find their way into the local poorhouse, one or more having actually gone there. Now, this is most lamentable, and I feel that had some training been given to them, by means of which they could have earned their bread, a great benefit would have been conferred on these pupils. This is not confined to Scotland or England. They have the same thing on the Continent. In Florence, where fine schools exist, I am told that blind persons may be seen soliciting alms in various places throughout the city. Let us approach the Government of this country, and say that they must extend the period in which a technical training has to be given to our blind children.

Dr. CAMPBELL (London)—When speaking this morning I had not sufficient time to deal with certain important points. For the purpose of nature study each little boy or girl has a garden plot, and it is a source of training as well as pleasure to them. Playgrounds for the blind should be carefully arranged; the walks should be so constructed that the foot will recognise every turn, every flight of steps, and the children will then run and play with great freedom.

The CHAIRMAN (Lord Haddington)—I am sorry to have to interfere, but I wish to draw your attention that the discussion is now on the higher education of the blind and not on the education of the children.

Dr. CAMPBELL—I have had some experience in getting organ appointments for men and women. In regard to securing organ appointments or any other positions for the blind, when possible, I make it a rule to interview the parties concerned. Some years ago I knew of an opening in Scotland. I had a friend who lived in the neighbourhood, and I wired him that I should be there at 10.30 next morning. He met me at the station, and said that there was no use, that he knew the clergyman's views, and that he would not have any one who was blind. We went to the meeting, and the clergyman said that they would not have a blind organist, that they wanted somebody who would teach the Sunday School children and also train the choir. After a discussion it was arranged that I should send him an organist for a couple of months. I sent a young man, he received the appointment, and remained until his death some years afterwards.

Mr. H. STAINSBY (Birmingham)—A question may arise in the minds of many of the members as to the age limit allowed by the Board of Education for what we call higher education. I think in this connection it might be well to let you know that the Board of Education has made a practice of allowing higher education to any one who is blind up to the age of eighteen. A letter received by me from the Board of Education, dated 4th July, 1904, implied that the Board had made a practice of assenting to higher education being given up to the age of eighteen, but not after that age, "till they have been informed of the proposed duration of such maintenance, and the educational value and efficiency of the instruction which will be given." I should like to urge on Mr. Keir and all others interested in this subject, that it must be called higher education, and not technical or any other kind of education, because in dealing with this matter with the Board of Education you have to deal with the Act of 1902, and it is described there as higher education. If you call it anything

else you may not be dealt with so well as you would be if you called it by their own term.

Mr. KEIR—In Scotland we are under the Scottish Education Department, which is quite separate and distinct from the English Education Board.

Mr. NORWOOD (York)—I think it is very difficult to add anything to the paper that has been read by Mr. Illingworth. When I sent in my name, it was with the idea of explaining a slight misunderstanding under which we have been labouring, but which I think has now been explained by Mr. Stainsby. When I got Mr. Illingworth's questions, I thought that Question 1, "What is meant by higher education?" referred to the term "higher education" in connection with Part ii. of the Act of 1902; and I think, judging from the answers which we have heard from his other correspondents, that most of us had in our mind the subjects that should be included under that term of "higher education" rather than the methods by which this higher education was to be attained. I may say in this connection that the education authorities of the county from which I come, and who send children to our school at York, are extremely sympathetic. We have 23 children now above the age of sixteen, who are for the most part enjoying the privileges of higher education under the Act of 1902. We are able to speak in the strongest terms as to the excellent results derived from this system of continuing and completing—so far as completion of training can be possible—the intellectual and technical education of the blind under one properly organised system, in which the elementary and higher (including technical) education are really complementary. There is no more important phase of our work for the blind than a true conception of what is meant and included under the term "higher education."

Mr. B. P. JONES (London)—I fully endorse all that has been said in regard to the excellence of Mr. Illingworth's paper. He began with a definition of higher education. I think that that given by Mr. Stainsby was an excellent one. What we want to have in the way of the higher education of the blind is what is most practicable for them after they leave school and what is the best by which they can earn their living. With regard to the sixth sense mentioned by Mr. Illingworth, that can no doubt be trained in some cases, but I don't think it can be developed, taking the blind as a whole. We have done a little in London with regard to higher education. The Council awards eight scholarships, and the successful candidates proceed either to Leatherhead or the Royal Normal College

when they are sixteen. I think it is better to board out cases over sixteen than to keep them entirely in an Institution, and the system adopted at Nottingham is, I think, an admirable one.

Mr. W. H. TATE (Bradford)—Reference has been made to the deputation which waited on the Duke of Devonshire. That deputation urged upon the Education Department the very provisions to which Mr. Illingworth has referred. The Duke of Devonshire made reply that there was no necessity for any additional legislation, because the Board of Guardians had all the necessary powers. When you hear my paper on Friday you will learn that they have the power, but the will is another matter. I am pleased to say, however, that they are having the will, in an increasing degree, all over the country. If we can sufficiently educate the Guardians as to the needs of the blind, we shall find that they are our best friends. To approach the Education Department at the present moment would probably mean a somewhat similar answer to that which was given before. We should be referred to the new Act of 1902, giving powers for the co-ordination of education of all kinds, and be invited to make use of these powers to their fullest capacity. It will be interesting to the Conference to know that the education authority at Bradford has decided that the education of the children can be continued beyond the age of sixteen. On arriving at this age blind children go to the Institution for the Blind to be tested as to their capacity for learning handicrafts, and if reported upon favourably, a first year's scholarship of £10 is granted in each case. If the young person does well the scholarship is continued for the second year at £12, and the third year at £15. Mr. Stainsby seemed to indicate that the Education Department had only got to the age of eighteen. I am glad to say that with us provision has been made up to the age of nineteen.

Mr. MILES PRIESTLEY (Bradford)—Reference has been made to the desirability of teaching music to blind people. I hope no one would suggest that the blind should be deprived of musical instruction, but it is a great pity, that after several years of expensive training, the provision made for their employment is so inadequate that many of them can find no better means of gaining a livelihood than playing or singing in the streets and public-houses. The blind do not appreciate this kind of work; more than one have told me that they would much prefer to earn money in other ways if work could be found for them. The education and training must be followed by suitable employment. Mr. Tate has mentioned the scholarships. I should like to say that when we in Bradford

applied for a grant in aid of technical training and scholarships, doubts were expressed as to the legality of such a grant, because the Institution was not recognised by the Board of Education as an educational Institution. We made application and obtained recognition as an evening continuation school. We formed classes in brush work, basket work, needle work, and chair caning. These classes may be held after 4 p.m., and as we do not close the workshops till six o'clock we may devote two hours a day to this purpose. On the authority of this recognition, the education authority in Bradford gave us the scholarships referred to. At present we have nine pupils receiving such scholarships. The Board of Guardians has been very good to us with regard to adults. To give one illustration, they have paid 12s. a week to one man for his maintenance while we taught him brush-making. At the end of twelve months he was not able to maintain himself, and they made him an allowance of 4s. a week for six months, and then reduced it to 3s. That is the kind of help that I think we ought to have.

Mr. H. W. P. PINE (Nottingham)—I should like to say a few words on Mr. Illingworth's paper, because the subject with which it deals, namely, the higher education of the blind, is that part of the work for the blind to which we at Nottingham are now entirely devoted. The Institution at Nottingham with which I have the privilege to be connected has now, for reasons over which we have no control, given up the elementary education of the blind under sixteen years of age. Though the elementary portion of our Institution has gone so far as young children are concerned, and with it all indoor residence, it has not become merely an industrial Institution with workshops only. On the contrary, we are establishing, in addition to our workshops, a technical Institution, with the object of receiving pupils when they have passed the school age at sixteen for a thorough and all-round course of training. For this purpose the Institution is now undergoing extensive alteration and adaptation, and new and improved workshops are being erected, involving altogether an expenditure of about £12,000. The departments of higher education we carry on are basket-making, brush-making, mat and matting making, music and singing, pianoforte tuning, typewriting, woodwork, and chair reseatng, as well as Swedish hand-loom weaving, hand and machine knitting and rug-making. Our technical pupils are of both sexes, and are all boarded out near to the Institution, and they are a distinct body apart from the adult pupils and workers. They attend at the Institution morning, afternoon, and evening. On certain evenings there are physical training

(gymnastic and drill) classes, and on other evenings we have an evening continuation school, both of which all these pupils must attend. This evening school is under Government, and has been carried on for nearly ten years. It affords an opportunity for those who are backward, or have recently become blind, to learn to read and write Braille, and provides for the further education of those who have already been taught in our blind schools up to sixteen. We have, amongst other subjects, woodwork classes for all our youths, a Shakespeare class, and for several years a very interesting and successful cookery class for the girls. In regard to our boarding-out, the girls reside in our own boarding-house, but the youths are placed with respectable people—so many to a house—and we pay a set sum per head per week monthly for them. They have a set of simple rules to observe as to their domestic arrangements and their daily attendance at the Institution, and it is provided that they assemble on Sundays and go to Divine service. Our technical pupils, though living outside, are thus under the supervision and care of the Institution. I have had many inquiries in regard to our boarding-out at Nottingham, and the system established with us is perhaps the best under the circumstances, and is certainly better than that the young blind should live in lodgings independently in a large town without supervision.

The CHAIRMAN (Lord Haddington)—That concludes the discussion on the subject of higher education, which has been a most interesting one.

Mr. ILLINGWORTH (Manchester)—I have not much to say, but I think that I ought to reply to one or two of those who have passed criticisms on my paper. I was very pleased to hear about the cookery class mentioned by Mr. Pine. A smile went round a good many faces when such a thing was mentioned, a smile of incredulity, but I can assure you that a very great number of the blind ladies in this country are greatly interested in cookery. I know this, because during the time I was editor of *Hora Jocunda* we had a column for "Household Hints," which included cookery recipes. If by any chance that column was left out for a month or two there was always a shoal of letters asking if it had been discontinued. The cookery recipes and such like were very much appreciated. I was sorry to hear Mr. Jones discount the possibility of cultivating the sixth sense. Probably when he has been a little longer among the blind he will find that there is a great deal more in this sixth sense than he believes at present. Can he explain how it is that a blind person when he is talking to you likes to have a hold of your hand? He understands what

you are saying to him very much more easily and readily if he is in contact with you. Can it also be explained how it is that a blind person walking along the street will, we say instinctively, avoid obstacles that are in the way? Some say it is by hearing, but the majority of the blind people I have talked to say it is not hearing, and that they don't know how it is. In absolute silence a blind person will go into a room, and will know at once whether there is any one else in the room or not. He cannot tell you how he knows—he cannot say exactly. I say it is by means of this sixth sense, this nerve of perception beyond the limits of the human body. I know there are many who will bear me out. I have studied the subject very carefully, and I am certain that in the course of the next twenty-five years a very great deal more will be heard about this sixth sense than is heard at the present time. I would like to say a word on the criticism passed on my paper by Mr. Priestley, who spoke about the music pupils playing in public-houses. I cannot agree with him. I think he is wrong in saying that there is not the temptation for the sighted as there is for the blind. You will find quite as large a proportion of sighted musicians as of blind. With regard to those who do play in public-houses whom I have come across, and others that I have seen on the street, a great number of them have had a first-class musical education, so that it is not only those who have had a very small amount of musical education that go down to the public-houses. It is not the fault of the musical training, however. The fault is in putting those on to musical training who are not fit for it. Proper care must be taken in selecting those for training for the musical profession.

BRITISH BRAILLE AND AN ACCOUNT OF WHAT HAS BEEN ACCOMPLISHED
BY THE BRITISH BRAILLE COMMITTEE.

MR. H. W. P. PINE—I have been requested by the Conference Committee to read the report of the British Braille Committee to this Conference. From a slight preliminary examination of it I feel sure you will not, however, wish me to take it seriatim, and inflict the whole of the report upon you, because I find it is extremely difficult and technical, and I am afraid you will find it very unintelligible. I will, therefore, content myself, with your approval, in referring to it, and reading just a small portion, leaving the report to appear in the Proceedings of the Conference.*

* The Report will be found at the end of the Proceedings.

DISCUSSION.

Mr. MUNBY (York)—This is a large subject ; in some senses it is a serious subject. It is a subject which has involved an immense amount of labour. To my mind discussion at this stage is impossible. I beg leave to move "That the report of the British Braille Committee be received, with the best thanks of this Conference for the arduous labour of each and all of the members of that committee."

Rev. ST. CLARE HILL (Leatherhead)—It gives me a very great deal of pleasure to second this vote of thanks. I am sure every one will agree that the subject is such that we could not possibly deal with it without at least having the paper in front of us, so that we might follow every word. I am sure that we thoroughly appreciate the hard work which has been expended by the British Braille Committee, and in passing this vote of thanks we wish to convey to them our full appreciation of their untiring labours.

Mr. H. W. P. PINE—Since the opening of the Conference this morning I have received long communications from Mr. Shotwell, of the Michigan Employment Institution for the Blind, chairman of the Tactile Print Investigating Commission of the American Blind People's Higher Education and General Improvement Association ; and from Mr. Charles Holmes, president of the Massachusetts Alumni Association on the need of a universal type for the English-speaking world, and the desire of the Americans to co-operate in promoting this end. The documents are much too lengthy to read now, especially without having had the consideration of the Conference Committee, but if it is found practicable they shall appear in the Report. (See page 124.)

Dr. CAMPBELL (London)—The blind in America feel very strongly that they should co-operate with the people in this country so as to get only one type for the English-speaking world. I think we ought to give some consideration to that. As the Americans want us to consider this, and it will be some time before the question is settled by the Braille Committee, why should we not appoint a committee to communicate with those people in America ? I think it would be a great thing if we could arrive at some really international arrangement, and I think we should appoint a committee to communicate with the Americans.

Rev. ST. CLARE HILL—May I rise to a point of order ? A resolution has been put forward.

Mr. MUNBY—The resolution is, that this report be received, with the best thanks of this Conference to the committee for their arduous and patient labours.

A MEMBER—Before this resolution is submitted to the meeting I think it would be interesting to know what it binds us to.

Mr. MUNBY—Nothing.

Rev. ST. CLARE HILL—It is only to convey thanks to the Committee.

The resolution was unanimously agreed to.

The Rev. THOMAS BURNS suggested that it would be desirable to have the papers to be read at future diets of the Conference printed and circulated among the members of the Conference before being read.

Mr. PINE stated that it was impossible to follow that course during the present Conference, but the matter would be referred to the General Conference Committee.

Mr. H. W. P. PINE—By the Chairman's permission I will read one page of the long letter which has been received from Mr. Shotwell, of the Michigan Institution, and a summary of that received from Mr. Charles Holmes, of the College of Music, Rock Island, Quebec, on the understanding that there is no discussion on this question now. (Reads.)

“ American Blind People's Higher Education and
General Improvement Association, Office of
Tactile Print Investigating Commission.

“ Michigan Employment Institution for the Blind,
Saginaw, Mich., 10th June, 1905.

“ To the Honorable the Edinburgh Conference of
Workers for the Blind.

(Care of H. W. P. Pine, Esq., Hon. Secy., Mid-
land Institute for the Blind, Nottingham,
England.)

“ Pursuant to an invitation received from the Reference Committee of an association of alumni of the Perkins Institution for the Blind, of New England, and on behalf of the Tactile Print Investigating Commission of the American Blind People's Higher Education and General Improvement Association, organised in Missouri in 1895, reorganised upon its present national basis in 1897, and composed of representative blind adults and associated workers for the blind in various States

of the Federal Union, from New England and the Carolinas to the Pacific Coast—the undersigned would respectfully represent :—

“ 1. That the need of a uniform punctographic system for the use of sightless readers and writers employing our common language is felt and acknowledged with practical unanimity by the blind and their friends in North America ; and a disposition on the part of the educated blind people of the United States and Canada, as well as of teachers of, and printers for, the blind in these and other countries, to seek a satisfactory solution of this complex problem, has received strong and repeated expression in our own and other organisations and among advocates of different systems and readers of widely varying preferences.

“ 2. There is a growing disposition in this country to recognise and appreciate the force of the several advantages alleged in behalf of the several competing systems of embossed printing and writing for the blind, and to arrive at a just estimate of the relative values of these several advantages : and various State and district Institutions for the instruction of the blind have, one by one, at much temporary inconvenience, abandoned the use of one system and substituted that of another : and increasing numbers of our people are readily familiarising themselves with two or more tactile systems and accustoming themselves to the enjoyment of the literature and music that are available in the several systems ; and our Association encourages this practice, to the end that the relative merits of the several systems may be more widely appreciated, and the ultimate harmonious transition to the best and most generally acceptable system may be facilitated.

“ 3. That among experienced and observing instructors and friends of the blind, and educated blind people themselves, there is a profound and rapidly extending recognition of the importance of having the reading matter to which our people are restricted conform to the generally accepted rules of English composition, particularly in the matters of punctuation, the distinct indication of capital and italic letters, paragraph indentation, and grammatical correctness generally ; and the action of our national Association in its last biennial Convention, held in Chicago in August, 1903, requesting all publishers of embossed literature to adopt the use of capital letters and full grammatical punctuation and to use the utmost care in spelling, proof-reading, printing, &c., was ratified by a referendum majority of more than seven-eighths of the voting membership of the Association, although our members are about equally divided in personal preference between the American

Braille and the New York point system, with a few individual members still preferring (for their own use) the Roman line and the British Braille types.

“ 4. That we believe the present decade to be a most favourable time for the formulation or general introduction of a uniform, complete, and scientific system of point writing and printing for all English-speaking blind readers and writers ; and we would respectfully petition your honorable body to extend the scope of your Revision Committee on uniform code of point printing so as to permit the formulation or adoption of an economic modification of the current alphabet, with a limited number of distinct and readily recognisable signs for frequently recurring words, syllables, and parts of syllables ; and likewise to accord to the blind of North America full and suitable representation upon said Revision Committee, or an equivalent international commission, to the end that substantial progress may be made toward the adoption of a uniform method of printing school text-books, periodicals, religious and miscellaneous literature, music, and other publications. And if this humble suggestion shall meet with the favourable consideration of your honorable body, we will pledge our best endeavours to secure hearty and general co-operation throughout the United States and Canada in this, our common cause, and we cannot doubt that this measure will receive the cordial support and encouragement of the approaching biennial meeting of our Association, called to convene in this city of Saginaw and State of Michigan on the 22nd of August next, in a four days' joint Conference with other American workers in behalf of the adult blind, for we believe that all intelligent and disinterested blind people and friends of the blind in all English-speaking lands will rejoice at any substantial progress toward a lasting agreement to use and advocate one international alphabet and one economic series of unambiguous and readily recognisable signs and contractions for familiar words and frequently recurring syllables and parts of syllables. And yet we recognise the apparent fact that little substantial progress toward uniformity of practice can be effected without mutual concession and sacrifice, and without due regard to the objections raised by increasing numbers of readers and teachers to the typographical deficiencies of certain current punctographic codes or styles of printing.

“ 5. That while we cheerfully coincide with the New England alumni in the general purpose and in the concluding summary (or 10th section) of the memorial submitted for your consideration by President Holmes of their organisation, we find a few propositions or implications in other sections of that memorial,

to which we are at present not prepared to yield unquestioning assent.

“As to what the uniform code should comprise, we are not prepared to assert that ‘shorthand and book-keeping codes are questionable advantages,’ nor that ‘the code should be held to a uniform scale of measurements of size of characters and spacing, all tablets, Braille writers, and presses should be made to conform with this scale.’ We are forced to question the practicability of supplanting either of the current punctographic systems with a system that does not make fairly complete provision for the mathematical, musical, and literary or linguistic requirements of students, musicians, writers, business and professional men; but the principles of stenographic notation are as readily applicable to one popular punctographic code as to another, and no such vague method of word-outlining should be employed in publishing embossed literature for the use of the general reader. The question of a uniform scale of interpoint, interliteral, and interlinear spacing should not be confused with that of uniform alphabet, letter-group symbols, punctuation, capitalisation, mathematical and musical notation, &c., for the varied popular uses of tactile readers of different ages and grades of advancement. It would seem probable that publications especially designed for the use of beginners, young or old, or for the aged or otherwise very feeble in power of perception, should be printed on a considerably coarser scale than that best suited to the requirements of secondary and advanced students or persons engaged in active pursuits. It would now be idle to seek the general introduction of any punctographic system not making adequate provision for the literary, arithmetical, and musical requirements of elementary and high school students in the leading American Institutions; and we hold that a reasonable degree of completeness of expression of the elements of correct English composition cannot long be discarded in the schools and publishing houses for the blind in any English-speaking community. The growing dissatisfaction with illiterate forms of expression is deeper than any mere preference for a particular grouping of points to denote particular letters or groups of closely associated letters. Correct literary habits of mind, serviceable, and not misleading (in the use of ordinary typewriting machines), must be reinforced by the employment of correct literary principles in the printing of current embossed publications. If the American Braille system or a capitalised and perfected New York point system cannot be adopted, something possessing their merits should be speedily formulated and substituted for the present confusion of types for the blind.

" 6. And, finally, that we are willing and anxious to do all in our power to encourage and promote the formulation and adoption of a more generally acceptable international code of point writing and printing for the blind; and we have reason to believe that various American publishers for the blind will heartily co-operate with us in such an international movement to terminate the existing confusion of typographical codes for the use of the English-speaking blind people; and we respectfully and earnestly solicit the further joint consideration of this subject.

"Trusting to be graciously pardoned for the liberty taken in thus freely setting forth the views of our American Blind People's . . . Association, and of various institutions and organisations upon this important subject, in the hope that you may be disposed to co-operate with our approaching biennial Convention and other representatives of the blind of North America, and wishing you a most successful meeting at Edinburgh next week, I have the honour to subscribe myself, very respectfully and cordially, yours in a common cause.

"AMBROSE M. SHOTWELL, *Chairman*.

"Tactile Print Investigating Commission, American Blind People's H.E. & G.I. Association, Rec. Secy. of the Michigan Blind People's General Welfare Association, Librarian of the Free Lending Library of the Michigan Employment Institution for the Blind at Saginaw, Mich., and publisher of *Work and Welfare*, a quarterly magazine (printed in both Braille and New York point editions) of facts and suggestions pertaining to the work and welfare of the blind, &c., &c.

"Written by direction of the Rev. I. A. Wilson, of Valley Falls, Kans., president of the above-mentioned American Blind People's . . . Association.

"Saginaw, Mich., 10th June, 1905."

The following is the summary of the communication from the Eastern Townships College of Music, Rock Island, Quebec, Canada, 1st June, 1905:—

"To conclude the whole matter, we heartily sympathise with the work you propose doing; we feel that it should not be done merely for the blind of England, but of the English-speaking world; we respectfully suggest that you include such a general scheme in your deliberations, and that you allow us in North

America to co-operate with you; we feel that in the formation of a universal code the basis of work should be scientific and mathematical, and that it should begin with the alphabet; that no now existing alphabet should be necessarily taken, in whole or in part, but such an one decided upon as shall be of lasting utility, because sound in its construction; we feel that the benefit of such uniformity in additional quantity of literature, in cheapness of production, and practicability of mutual circulation would repay in our own time the effort cost, and confer a lasting advantage of incalculable amount upon future generations. We claim that such a code is the only thing which is in harmony with the spirit of the age, and the only thing which would be tolerated by any class of society which was strong enough to demand it; that the blind are a class of society who need all the help from each other which is legitimate, and should simplify their problems one for another to mutual advantage; finally, we represent that we are taking hereby, and in other similar communications, the only means within our reach of communicating with your honorable body, and that we are confident that we represent the vast majority, in fact, practically the unanimous sentiment of the adult blind, among the educated classes in North America.

"Once more we respectfully petition your earnest consideration of these matters, and express our conviction that a united effort of British and American interests will accomplish the desired end in a comparatively brief space of time.—I am, most respectfully yours.

"CHAS. W. HOLMES, F.T.Coll.M.,

"President of the Alumni Association of the P.I.
and M.S.B.; Secretary of the Reference Com-
mittee; Headmaster, E.T.C.M."

Mr. JOSEPH HALL (Swansea)—May I ask one question with regard to the letters? Is the system of Braille with its contractions the same in America as it is in Great Britain?

Dr. CAMPBELL (London)—The Americans have arranged the alphabet differently. They take the letters most frequently used and make them the simplest. Our "t" is four dots, while their "t" is only two, and so on. They are willing to adopt our system of contractions.

Mr. JOSEPH HALL—I quite understand the remarks made if the system in the United States and Canada is different from our system. They would like it to be assimilated, because it would be a great advantage that we should have one system for the whole English-speaking world.

The CHAIRMAN (Lord Haddington)—It would be a great benefit if the same system was adopted all over the world, but whether that will be so or not I cannot tell. I have just received the following note from Miss Josselyn Giffin:—"Permit me to call your attention to the fact that the first question at the next meeting of the International Congress for the Amelioration of the Condition of the Blind, at Vienna in 1906, will be an international system, or one that shall be used universally." I do not quite understand the lady's letter.

Miss GIFFIN (Washington)—It was decided at Brussels, at the International Congress for the Amelioration of the Condition of the Blind, that the first question at the next meeting should be that they should try to decide upon some system to be used universally, and papers have been invited upon that subject.

Mr. J. P. KRUGER (Cape Colony)—We find it very difficult in South Africa, and I think those in Australia will agree with me, that when these things are decided here, a long time elapses before we get them. We really do not know what is being done until it is finished. Would there not be any possibility of allowing a little more time, so that we could keep in line with the discussions in some way or another?

Mr. H. W. P. PINE—I am afraid we cannot answer that question now.

Dr. A. W. G. RANGER (London)—I have pleasure in attending this Conference as a representative of the British and Foreign Blind Association, an honour which I share with our secretary, Mr. Barnes. I have also the honour of representing here the Indigent Visiting Blind Society and the Barclay Home for Blind Girls. It is rather a surprise to me to find a question raised this afternoon which, after thorough discussion, was settled some years ago when the New Contractions Committee and the Uniform Braille Committee were amalgamated on the footing that we were to do the best we could for the English Braille. My conviction is that if the English Braille system is loyally treated, it is equal to anything that the blind are likely to ever want or use. I am more particularly interested in Grade 3, because I am one of the few who feel convinced that Grade 3 will ultimately be the grade which the majority of the readers of English Braille will use, and I should like to indicate the principles which underlie the formation of that grade, because, if those underlying principles are sound, then it seems to me to necessarily follow that the grade produced in harmony with those principles must be sound also.

The CHAIRMAN (Lord Haddington)—I am exceedingly sorry, but I think you will recollect that before this matter was brought

up and the letters read, it was stated that there was to be no discussion. If I allow you to make any remarks about Grade 3, I am afraid that it will only lead to a discussion.

Dr. RANGER—Quite so, my lord. I had not intended to go in detail into Grade 3, but merely to state the principles on which it is based. I, however, loyally accept your lordship's ruling. I think there is one point we shall all agree about, and that is that, whatever Braille system be finally adopted, it is absolutely necessary that some recognised authority should maintain the system in its purity, and be able from time to time to say what modifications are necessary. I personally can conceive of no Institution in a better position to discharge this office in this country than the British and Foreign Blind Association. I see no objection to changes if they are authorised and come from an authorised source, but I do object to changes that are unauthorised and come from unauthorised sources, that are sudden and precipitate, that are persisted in and often accompanied by a repudiation of former practice. Such changes are, I think, very injurious to the best interests of the blind, and I have the very strongest objection to them.

Rev. ARTHUR TAYLOR (London)—I had the honour to attend the Conference in London on behalf of the committee of the British and Foreign Bible Society, and I represent them to-day. I wish to convey a message almost identical to the one which I conveyed on the last occasion. There has been a mention of possible changes in Braille. It is time that something definite was fixed. The Bible Society has waited for three years for some one to make up his collective mind as to what ought to be Braille. We have some plates, from which we produce the Braille Bible. Those plates are worn out, and we want new ones. What are we to put the English Bible into now? May I ask you to make up your minds and to honestly try and see whether an imperfect system is not a better thing, if it is adopted, than the most beautifully devised system which no one will adopt? My society is prepared to set aside a sum of money for the production of a complete set of new plates for the English Bible. When the books are issued the cost of these plates will not be taken into account, but the books will be sold at the actual cost of production, paper and binding, if not under the cost. The committee state that they will be able to put out a book at practically one-half the present price. It is not for me, as their representative, to speak of what the Bible Society is doing for the blind, but I may say this, that I do not think there is a single working day of the year that I do not at least sign one grant for a blind person to have a book for nothing. On behalf of the Bible Society, I must earnestly

invite you to come to a decision on this point, and to remove the uncertainty from which we are now suffering.

Dr. CAMPBELL (London)—With reference to the system of printing the Bible, I want to say that we do not propose to change any of the contractions. The Americans wish their English Bible printed here; they will take it if we will only adopt their arrangement of the alphabet. I ask this Conference to see whether that can be done or not.

Mr. MUNBY (York)—In order to meet that, may I propose that the Braille Committee, whose names I do not know, but for whom I have a very great respect, be re-appointed, with power to add to their number.

Mr. H. W. P. PINE—I should like to second that resolution; it seems to me to be the best way out of the difficulty. From the speeches made this afternoon we have very strong evidence that the duties of the Braille Committee are by no means concluded. I therefore think that it should be re-appointed, with power to add to its number, and to see what can be done towards meeting the powerful appeal sent to this Conference from America. I should like to acknowledge these letters, and to offer the best thanks of this Conference for them. ("Agreed.")

Dr. CAMPBELL (London)—In regard to the re-appointment of the Braille Committee, there were twenty-four members, and the Americans will expect to have as many. I therefore think that we should have a Special Committee of seven or eight to confer with an equal number of Americans and see if an arrangement can be come to or not.

The CHAIRMAN (Lord Haddington)—The resolution before the Conference is this, that the Braille Committee be re-appointed, with power to add to their number.

Mr. TOWNSON (Accrington)—I think that this matter has been discussed long enough, and it is quite time that the British Braille Committee be disbanded, and this question left alone for some years. I have come to be of that conviction from practical experience in dealing with the blind. We have been using the books of the British and Foreign Bible Society for many years. If the people cannot agree, then I think the Committee should be disbanded, and the question left alone. The matter should be discussed privately. I move that the British Braille Committee be thanked for their services and disbanded.

Mr. JOSEPH HALL (Swansea)—I have pleasure in seconding the amendment, and I do so because from inquiries I have made among the blind in Wales I find that the great majority—in fact, almost all the blind—are very averse to any change.

Mr. GREGORY (London)—Is it in the power of this Conference to disband the Committee?

Rev. ARTHUR TAYLOR (London)—I deprecate to some extent the bringing forward of our report either at this stage or in this manner. We agreed to submit our report to the Gardner's Trust and the British and Foreign Blind Association. That report we have now submitted, and it is in their hands, and we have nothing further to do with the matter unless they send it back to us. My own feeling in the matter is that the report, like a good many other things, is not so bad as it sounds. I think that those who are responsible for the publication of books for the blind should meet together and discuss these grades. They are the persons most competent to determine whether a particular system will be welcomed or not. I don't see any point here in moving any resolution of one kind or another respecting this report.

Mr. MUNBY—I understand Mr. Taylor is a member of the Braille Committee, and I am content to withdraw my resolution. I don't wish to see the amendment carried, and I shall vote against it.

Mr. TOWNSON—I withdraw my amendment.

Mr. MUNBY—I beg to offer a very hearty vote of thanks to your lordship for presiding here to-day.

Rev. ST. CLARE HILL—I should like to second the resolution, that our heartiest thanks be offered to the Earl of Haddington for undertaking the business of the chair to-day.

The motion was carried unanimously.

CORPORATION RECEPTION.

THE Lord Provost, Magistrates, and members of the Town Council of Edinburgh gave a reception to the members of the Conference and their friends in the City Chambers in the evening. Between 300 and 400 ladies and gentlemen were present. They were received by the Lord Provost, Sir Robert Cranston, who said—I have been deputed by my colleagues, as representing the city of Edinburgh, to offer you a very hearty welcome to the Council Chambers. The house is at your disposal. As

I said this morning, Scotland is the finest country in the world, and you are now in Edinburgh, which is the finest city in Scotland, and therefore in the world. You have now a chance of seeing it. We hope that your Conference will be of the greatest benefit to you in after times. Conferences are no use unless they bring good results. I assure you that we have the interest of you and your fellows in our hearts, otherwise we would not have offered you the welcome that we do offer you now. The visitors had then the opportunity of inspecting the City Chambers and the objects of interest in the Museum, where a programme of music was rendered, and the visitors were also entertained to refreshments.

Wednesday, 21st June, 1905.

Morning Session.

The chair was occupied by Lieutenant-Colonel J. A. S. Colquhoun.

The CHAIRMAN (Lieutenant-Colonel Colquhoun)—On an occasion of this kind I think that no remarks are expected from the chairman. I propose that Mr. Macdonald now read his paper on "The Employment of the Blind."

Mr. H. W. P. PINE (Nottingham)—Before proceeding to the ordinary business of the Conference may I ask you, Mr. Chairman, to allow us to submit a resolution with regard to last night's reception in the Council Chambers?

Mr. H. J. WILSON (London)—Before I submit this resolution I should like to say a few words on another matter. It is stated in the press this morning that this Conference was organised by Gardner's Trust for the Blind. I regret that that statement has appeared, because I can assure you, and I hope this will also appear in the press, that Gardner's Trust had nothing to do with the organisation of this Conference. It has been solely arranged by a Committee appointed at the Conference held in 1902, and the bulk of the work has been thrown on Mr. Pine and Mr. Stott, to whom are due all our thanks. I now wish to submit this resolution—"That the best

thanks of the International Conference be conveyed to the Lord Provost, Magistrates, and Council of Edinburgh for their official welcome and reception, and the civic recognition given thereby to the work of the Conference in the cause of the blind, and that a copy of this resolution be sent to the town-clerk." This ought to have been done last night, but, unfortunately, I was detained, and was only able to arrive at the Council Chambers at nine o'clock after the formal reception was over. We are very grateful, indeed, to the Lord Provost and Magistrates for the official reception they have given us and for the kindness they have shown us. This is only what might have been expected from this great and ancient city of Edinburgh and its historic hospitality. We are very grateful, indeed, that the civic authorities have, so to speak, placed their hall-mark on the philanthropic work about to be discussed at this Conference, and I am confident that the cordial way in which they have received us will act as a stimulus in the cause of the blind. I have much pleasure in moving the resolution which I have just read to you.

Dr. CAMPBELL (London)—I should like to second this resolution. I can endorse every word that Mr. Wilson has said. I think you will all appreciate the influence that the reception which we have received will have. I may say that recently the Duke of Connaught was the guest of the Lord Provost, and I know that he has a great interest in the blind, not only in Scotland, but in England. I hope every one of you will join heartily in this resolution.

The resolution was carried unanimously, and it was duly forwarded by the hon. general secretary to the proper authority.

THE PROBLEM OF THE BETTER AND MORE GENERAL EMPLOYMENT OF THE BLIND.

By Mr. COLIN MACDONALD, Manager, Institution for the Blind,
Dundee.

WITHIN the compass of a paper which must not occupy more than thirty minutes in reading, it is manifestly impossible to do justice to the very large, complex, and difficult subject which, at the request of the Committee, I have the honour of introducing to this Conference.

As showing the magnitude of the problem and the number of persons involved, permit me at the outset to submit the following statistics. The census returns for 1901 show that the number of blind in the country was as follows:—

England and Wales,	-	-	-	-	25,317
Scotland,	-	-	-	-	3,253
Ireland,	-	-	-	-	4,253
					32,823

The number returned as being employed in some kind of industry, profession, or labour is, in

England and Wales,	-	-	-	-	5,676
Scotland,	-	-	-	-	857
Ireland,	-	-	-	-	600
					7,133

Of these latter the number provided for industrially in Workshops and Institutions, as far as can be ascertained, is 2560, so that, after deducting the young blind under ten years of age, the aged, the retired, and the physically incapable, the number of the unemployed blind must be very large.

The problem of the employment of the blind is admittedly difficult—employment which will at once be a

satisfactory solace and mitigant of the unfortunate position of the class, and provide work and earnings sufficient to maintain them in a degree of comfort and independence.

The larger problem—the problem of the unemployed (which, of course, includes the unemployed blind)—has entered the zone of practical politics. It was mentioned in the King's Speech to the Commons at the opening of Parliament, and at the present moment the Government has brought in a bill "To establish an organisation with a view to the provision of employment or assistance for unemployed workmen in proper cases." That the Government should move in this direction is an acknowledgment that the care of the people—the toilers of industry—comes within the responsibilities of the State, and indicates the opening of a new era in Imperial thinking. "The question of more employment," said Mr. Chamberlain, in a recent speech, "is the most important of our time." "It is greater than all the charities in the world."

The duty of providing work for the British workman (unmanacled by physical inability) being thus acknowledged, how much more clamant is the appeal of the blind to have provision made for them by which they may be able to earn an honest livelihood? It is a happy augury for the future of this great question that the Government of our day, by the introduction of the "Unemployed Workman's Bill," recognises that the welfare of the British artisan is essential to the welfare of the State. Fortunately the education of the blind in England and Scotland is now provided for by Act of Parliament, the Legislature having stepped in to discharge what was manifestly a national duty. This happy result was in no small measure due to the pressure brought to bear on the responsible authorities by Conferences such as these. [The unaccountable omission of Ireland from participation in the Government measure is to be deplored, but this anomaly will doubtless soon be remedied.]

The employment problem still remains. To its solution the most intelligent and practical experts have brought

their knowledge and experience, but as yet no solvent has been found.

Unwilling, however, that the question should continue unanswered, the Committee have brought it forward in the hope that a practical pronouncement may be made at this Conference. I drew up a series of questions bearing on the subject, and addressed them to experts in the training and employment of the blind, desiring specially an answer to the following one:—

“State briefly your opinion as to how the better and more general employment of the blind can best be accomplished.”

The result is a mass of most interesting information. Many of the papers deal with the whole subject, and would, by themselves, form suggestive reading, but I can only give the gist of the papers having a direct bearing on the problem. My inquiries, I may add, have been confined to our own country, but I understand that there are delegates from the Continent, the Colonies, and the United States present to-day, who will, no doubt, give us their views on the subject under discussion.

RECOMMENDATIONS AND SUGGESTIONS.

- (1) Extend the period of training in the case of youths coming from the Blind School, and give greater attention to the development of individual capacity, the main aim being to exact the highest possible quality in the work produced, which would thus command for it a readier sale.
- (2) The establishment of workshops in large industrial centres, under the control of a local Committee who would be in touch with one of the larger Institutions and supply materials at cost price and help in the sale of their productions.
- (3) Centralisation in the larger workshops, as far as possible, on the ground of economy and efficiency.
- (4) The employment of most approved machinery to reduce sighted labour; the more general employ-

ment of sighted tradesmen for intricate advanced classes of work, the simpler portions of which could be done by the blind operatives.

- (5) Endeavour to secure from Government offices, City Councils, and other public authorities at contractors' prices such of their requirements as the blind are able to execute.
- (6) Assuming support from Government by special grant, or orders for sections of public work which the blind can efficiently perform, appoint inspectors whose duty would be to visit Institutions and help to establish trades successfully practised in other Institutions, and initiate new ones which the local conditions could foster.
- (7) The patronage of all Institutions for the special products not made by themselves of any other workshop or Institution.
- (8) In large centres the amalgamation of Institutions, Workshops, Missions, and other agencies for the blind under one Executive Board of Management.
- (9) Co-operation in Institutions so as jointly to undertake and execute large contracts.
- (10) Prevent unnecessary competition amongst Institutions by defining the areas in which each should operate.
- (11) Urge the more general employment of capable blind persons as—
 - Missionaries.
 - Travellers.
 - Collectors.
 - Agents.
 - Teachers for the Blind.
- (12) With the view of increasing public interest in the Institutions, advertise more largely, provide entertainments, lectures, &c., and invite the public free to those, especially the patrons and trade customers.

In addition to the expression of opinion furnished

through my list of inquiries to experts, I have personally discussed the subject with many of the most intelligent blind themselves, in workshops and outside of them, and have been in correspondence with others. All are unanimous as to the gravity and difficulty of the problem, but have little or nothing to say as to how it can be effectively dealt with.

In this connection I may state that my appeal to the "National League of the Blind" was most courteously responded to, and I have pleasure here in quoting the following extracts from an interesting contribution from the President of that organisation:—

"While the League holds that a primary responsibility rests with the State, still the Society is prepared to strenuously labour for the adoption of any system by the operation of which the three following conditions may be obtained:—

"(1) The provision of a much more extensive system of workshop accommodation, so that a larger proportion of the blind may find useful employment.

"(2) Such employment must be of a permanent and remunerative character, otherwise there can be no very marked improvement in the social condition of the class.

"(3) That, wherever practicable, the blind shall have a voice in the management of those organisations specially called into existence for their behoof."

The same organisation has drafted a Bill with the view of bringing the subject before Parliament, the main sections of which practically emphasise the general recommendations on which experts are almost agreed. I quote the two sections of the Bill referred to—

(1) Be it enacted that County Councils and Borough Councils be authorised and empowered to erect, equip, and maintain municipal workshops, wherein the blind may be employed at such trades

as they are able to follow, and at such wages as will enable them to live.

- (2) And be it enacted that in the case of the blind who may be unable to work in the municipal workshops, but may be able to work in their own homes, that raw material for the purpose of their trade be supplied to them at cost price, and that the articles they manufacture be bought from them at prices which will give them not less remuneration than if they had been working in the municipal workshop.

With these recommendations I am personally, in the main, in accord, but I may be permitted in the remainder of the time allotted to me to make a few observations on some of them, and on several points emerging from the papers sent in but not mentioned in the general recommendations. I attach great importance to the first finding, viz.:—

The extension of the apprenticeship term and the necessity for the highest standard of workmanship in the goods produced.

1. It is claimed by some that the solution lies along the line of education and training. Certainly when blind persons have had the advantages of a thoroughly sound education in any of our highly equipped Educational Institutions, and an industrial training suited to their individual capacity, the highest results may be obtained, but all education and training which does not put its subjects in a position in which these will find their fullest development in useful employment, fitted to procure the means of sustenance, must be regarded as to a great extent not fulfilling its primary purpose.

2. On the question as to whether the Government should give an annual grant to supplement the earnings of those incapable of making a living wage, opinion is divided. A large proportion of experts prefer remunerative labour being provided, and trust to private benevolence to supply the needful augmentation. It has been amply demon-

strated that, unless in exceptional cases, if the trade rates only are paid to blind workers for their products, absolute starvation would often result. I think our blind wage earners, who are fighting life's battle so heavily handicapped, deserve State recognition and assistance. I feel strongly that a grant of, say, from £5 to £10 a year, according to the necessity of the case, should be paid to all the blind incapable of earning the living wage limit from the National Exchequer. Public charity and philanthropy have done much for the class in the past, and we believe will do more in the future, but the great problem of how to maintain the blind in active and remunerative employment and to provide the means of subsistence rests with Parliament. It is a stigma on our civilisation that adequate provision by the nation for this deserving class should be so long delayed. In this respect we are behind almost every European country and the United States of America, who make generous provision from the public purse.

In 1886, when the Royal Commission on the Blind was in session, the blind workers of our Scottish Institutions sent up a memorial claiming State recognition to supplement voluntary effort as indispensable to raising the status of the industrious blind to the platform of honourable and independent subsistence, and I believe this is the almost unanimous opinion of the blind at present.

(3) In answer to the question, "Do you favour the employment of the blind in a large central Institution or in workshops established in districts in which there may be a few blind persons?" the preponderance of expert opinion is in favour of the present Institutions or Workshops system and centralisation in large centres. The erection of small workshops in districts where only a few blind may be located is generally disapproved, the trade difficulties and expense of management militating against their success. Further, it is found that existing Institutions might be injuriously affected by the multiplication of workshops, as already a large share of support comes from districts that might have a claim for a separate

workshop. The remedy here is that the town or district sending a blind workman should guarantee a supply of work for him, the Central Institution providing the necessary tools, training, and supervision.

4. The proportion of blind persons who are incapable of industrial training such as is given in most of our Institutions, either by age or physical inability, is very large, and any work to be provided for these must be of a distinctly unskilled nature. As a rule, this class of work cannot satisfactorily be undertaken in Institutions (1) because of the uncertainty of an adequate and continuous supply being obtained, and (2) because usually when blind persons are admitted to workshops, they have in some measure to be maintained if the financial condition of the Institution warrants this being done. Employment of the unskilled class referred to is already being largely found for the blind outside Institutions, through Missions and other agencies, but it is recommended that these organisations should be affiliated so as to give greater unity and solidarity to the work.

5. To the suggestive list of new industries given by Mr. Stainsby in his admirable paper at the Conference of 1902, the following may be added:—

Bass Dressing.
Willow Peeling.
French Polishing.
Bookbinding.
Carpet Beating.

The demand is not now, however, so much for new industries, but for the development of those already existing, and which, by long experience, have been found best adapted for the blind, and at which in many cases fair wages can be earned. I may enumerate these time-honoured departments as follows:—

- (1) *Bedding Making*.—The readiness with which this may be acquired even by persons in adult life, and the highly efficient quality of the work produced, as well as the wages it yields to the

worker and profit to the Institution, make it a desirable industry. In Scotland this department takes the premier place, and it has always been a surprise to some of us that its success has not induced its more general adoption in England.

- (2) *The Renovation of Old Bedding.*
- (3) *Upholstery Work.*
- (4) *Basket-making.*
- (5) *Brush-making.*
- (6) *Mat and Ship-Fender Making.*
- (7) *Chair-caning and Light Basket Work for Women.*
- (8) *Firewood Chopping and Fire-Lighter Making.*
- (9) *Piano Tuning.*
- (10) *Music.*—The success of this department is attested by the fact that 89 per cent. of the students of the Normal College for the Blind are sent out as efficient teachers and organists, able to make an independent livelihood.

6. It is well known that the earnings of the blind, reckoned on the scale by which the ordinary artisan is paid, rarely yield a living wage; indeed, his unaided product has often to be sold at a loss. Many Institutions, in view of this fact, have dealt largely in "bought in" goods, on the sale of which substantial profits are made, and thus minimise the loss on the products of the inmates. It is reckoned that in many cases 25 to 50 per cent. in excess of trade rates has to be paid to enable the workers to frank their weekly maintenance bill—hence the necessity for a special fund to regularly supply the needful assistance. The difficulty of finding new departments is accentuated by the fact that departments which were at one time regarded as pre-eminently fitted for the blind have now, through the changed conditions of labour, the widespread use of machinery, and other causes, become merely a means for filling up time, leaving the question of profit and even cost price out of the question. Added to this, there is the foreign competition, in brushes and baskets particularly, which has threatened

the extinction of our home trade in those classes of baskets which the blind are found to do best and at which they can earn the highest wages. Prisons and poorhouses too, in manufacturing mats, brushes, and firewood, and throwing the goods on the market at nominal prices, seriously interfere with and limit the productions in workshops for the blind.

By way of remedying the adverse influence of the introduction of machinery and foreign competition in employments suitable for the blind, it is generally admitted that sighted labour should be more largely utilised. By this means more advanced work could be undertaken, the blind operatives being employed on that part of the work they can most quickly make and yield them the best return, whilst the whole would be finished by a sighted artisan. What applies to the more advanced basket work is equally applicable to furniture stuffing and upholstering generally. It has been stated that the lack of enterprise noticeable in some workshops is often due to the unwillingness of the Managers to give the Superintendent liberty to experiment in the development of work, the initial expense of which is frequently considerable.

Generally speaking, it is found that a large increase to the ranks of the employed blind may be expected when you have enterprising men, not easily daunted by difficulties, at the head of Institutions, and men endowed with the enthusiastic temperament, with, of course, the necessary funds to give effect to their projects.

The problem under discussion will not be solved until all the blind capable of industrial instruction and employment are emancipated from the inactivity in which a large proportion of them are compelled to exist, and it seems to me the crux of the whole subject is "more money." Where money is plentiful, and given the required genius and push on the part of the management, the possibilities are great. As an illustration of its beneficent operation in the Institutions which are fortunate enough to possess it, let me instance the Institutions of Edinburgh and

Glasgow, in Scotland, on whom the princely liberality of the public so frequently falls and by which they are able to do so generously by their inmates. The want of adequate financial backing explains the difficulties in maintaining efficiently existing Institutions, not to mention the creating of new ones. Its lack on occasions of trade depression and glutted markets has often necessitated restricted labour, which spells diminished wages to the worker, whilst owing to the same cause the applications of many honest, industrious blind persons, able and willing to work in our workshops, have to be refused. "The modern majesty," says Carlyle, "is work," and work and more of it—the right to maintain themselves by honest industry to the extent of their ability—is the demand of the industrious blind.

The cry of every Blind Institution is "Help the blind to help themselves by sending orders for their manufactures—a good order is a good subscription—wages are preferable to charity." To effectively meet and satisfy this cry, the public conscience has to be awakened to its responsibility in the matter, and it is confidently hoped that this will result through the present Conference.

In the discussion of the subject I hope the Conference will keep in view the main issue, and appoint a strong Committee from its members to sum up and crystallise the whole into a few comprehensive propositions, on which definite action may be taken, and thus carry the problem a stage forward towards a practical and effective solution.

DISCUSSION.

MR. HEWITT (Belfast)—I wish to congratulate Mr. Macdonald on his able and masterly treatment of what he rightly describes as a "large, complex, and difficult subject." The question is one which offers but little scope for originality, yet the essayist in dealing with it has brought to bear a high degree of freshness and suggestiveness. I cannot, however, congratulate him on his choice of a speaker to open the discussion. Fully

aware of the difficulties of the subject, and my own incompetence to do it justice, I approach it with considerable diffidence. How vast the problem, and how urgent the need for an early and practical solution, is strikingly shown in the figures supplied by Mr. Macdonald. From these it appears there are in these islands about 33,000 blind people, and as the figures quoted in reference to Ireland do not include the partially blind, who number 1217, we may assume that this is so also in the case of England and Scotland. If, therefore, the partially blind be added, the total number of this afflicted class of the community will be largely augmented. What an object-lesson this immense army of sightless fellow-creatures would afford, if they could be arrayed before us now! 33,000, and of these only 7000 are employed in the various branches of industry, profession, and labour. The form of employment most favoured by the blind themselves is that of outdoor workers, by which I mean, they reside in their own homes, while working in Institutions by day. It seems incredible that the number employed in this way in the three kingdoms is only 2310. Considering the many disabilities under which the blind labour, the time has surely come when the responsibility of man to man should be more fully recognised, and the principles of true socialism be more generally acted upon. Of the many valuable points raised by Mr. Macdonald, there are three which I would particularly emphasise. They are (1) Government aid and employment; (2) further development of existing forms of industry; (3) the desirability of enlisting increased sympathy and support from the general public. (1) With regard to Government aid and employment, I rejoice to learn that a bill is being promoted with a view to rendering assistance to the unemployed, where circumstances justify such interference. I feel strongly, however, that the blind should not be placed on the same footing with their fellows whose sight is unimpaired, but that they should receive special favourable treatment, having regard to their disadvantages. As an Irishman, it seems natural to me to suggest "agitation" as an effective means of impressing on the Government the obligation which rests with them to make provision for the unemployed and destitute blind. Could not the Conference bring the necessary pressure to bear? It is now twenty-two years since I first attended a Conference of this nature, viz., that held at York in 1883, and since then many efforts have been made to brighten the condition of the blind, and these sometimes with success, but only the fringe of a great question has been touched. Possibly some scheme of a practicable and beneficent kind will come into being as the result of this present Conference. (2)

How to extend the usefulness of the industries already in force is a problem not easy to solve. I would recommend that managers should frequently visit other Institutions, and inquire into their methods of working. I have found it most valuable in my own case, and the interchange of ideas will always be found mutually helpful. I have practised visiting one Institution each year, and it is surprising how it stimulates to renewed effort on one's return. The cost of travelling need not be heavy, and the Institution will most certainly profit by the application of fresh knowledge gleaned in such visits. I would also urge Managers to endeavour to increase the number of blind employed each year. In the Belfast workshops we have added to our numbers at the rate of 4 per annum, with the result that in the past twenty-five years our employees have increased from 32 to 134. This is in some measure due to experimenting, as suggested by Mr. Macdonald. Our attempts have failed occasionally, but have been in most instances successful. I would also suggest the advisability of starting new industries, even when these are only suited to one or two individuals. If each Manager could thereby provide employment for a few blind persons, the effect in the aggregate would be highly satisfactory, probably equal to the establishment of a large Institution. There may sometimes be a tendency to despise small things, but if viewed in the proper light, who will say that to find a means of subsistence for even one afflicted brother is a small thing? Mr. Macdonald seems to favour the development of existing industries rather than the creation of new ones. There are, however, certain classes of work produced in a few Institutions which might be far more generally adopted. Mr. Macdonald has himself, I believe, introduced a new industry—the manufacture of fire-lighters, which he has conducted with a large measure of success. In our Belfast workshops we have had for many years a willow peeling department, which yields employment to ten blind persons, incapable of higher class work, besides enabling the Institution to secure willows at cheaper rates than otherwise. Wood chopping and bundling might also be given a trial in many cases. It was not without misgivings that I induced our Committee to spend £200 by way of experiment in purchasing plant for wood chopping, but during the nine years since its inception our profits from this source alone have totalled over £1000, which has been found useful in meeting the general working expenses of the Institution. Basket-making, which perhaps more than any other occupation provides employment for the blind, might be improved in several ways—(a) By very careful training in the early stages of education, as suggested

by Mr. Macdonald; (b) by the more general use of shapes or moulds, which give a neatness and finish difficult to obtain otherwise; (c) by employing sighted tradesmen to do the up-setting and waling of high-class work—for example, postal hampers, a specimen of which may be seen among the Belfast exhibits. The whole of this hamper was made by the blind, except the few inches round the sides at the bottom, called the “upsetting,” this being the work of a sighted man. During the past three years about 1000 of these have been made for the Post Office, besides a similar quantity of another pattern, scarcely more than a dozen of which were returned, and then only for a slight defect which was easily remedied. This I advocate because it opens to the blind a wider sphere of work, and enables them to earn a higher wage. Nearly all so engaged in the Belfast workshops are in receipt of more than £1 per week, and some as much as 25s. The assistance of sighted labour is specially desirable in districts where large quantities of hampers are used, and where it is difficult to obtain a market for goods made entirely by the blind owing to defective workmanship. I would also recommend a greater variety in the style of baskets, thereby commanding a larger sale. Brush-making has been largely affected by the introduction of machinery and foreign made goods, particular in “drawn” work. It is becoming increasingly difficult to hold this as an industry for the blind, and to save this branch of work men may have to give place to women, and machinery may be more largely used to do the boring and finishing. It would be unfortunate if this industry should have to be relinquished altogether. (3) In conclusion, I would lay stress on the importance of having an attractive and well-stored shop in a main thoroughfare in large centres of population, where the extent of business done by the Institution warrants it. It forms a constant advertisement, and keeps the Institution well in the public mind, and without the support and patronage of the public all endeavours to assist the blind must prove futile. In addition, every effort should be made to secure large public contracts, which even if they do not yield a big margin of profit, at least serve to provide work for a considerable number of employees. Every Institution should, at any rate, be widely, judiciously, and constantly advertised.

The Rev. THOMAS BURNS (Edinburgh)—Mr. Macdonald has touched on an important subject regarding which I would urge the Conference to exercise caution. He has referred to the necessity for State aid for the blind. While I have the sincerest and deepest sympathy for that class of workmen, we must not forget this, that, in seeking for them State aid, we touch a

great principle which must be applied to a great many other workmen who are incapacitated for work in some way or another. Before approaching Government you must be careful to see that you have a strong case. Mr. Macdonald stated that State assistance was given to the blind on the Continent and in the United States of America. When I visited Institutions in America, a few years ago, I was led to believe that this assistance was given principally for teaching. I should be glad to be informed if it is really the case that State assistance is given to the blind as a class. The opening of new fields of employment for the blind is a subject which has engaged the attention of our Board for years. We have been considering whether it would not be advisable that we should invite from different parts of Scotland blind men, who might come to our Institution for a limited number of weeks or months and be trained in some particular industry, and then be sent back to their own homes to prosecute their particular work among their friends. Through the influence of the mother Institution keeping in touch with these men in these centres, there might be fostered a business connection mutually helpful, which would make a man feel that, while he was living among his friends, he at the same time would be earning an honest living. Through the liberality of Scottish people, we have instituted within the last few years a pension fund. Last year we distributed upwards of £500 in sums varying from £5 to £10 to blind people in all parts of Scotland, after each case had been reported upon as most necessitous. From testimonies received, our Directors believe that this pension fund has brought increased comfort to many lives, and has awakened in these localities quickened interest in the blind. One of the most important subjects this Conference has to consider is what means can be adopted for rousing the public to come to our shops and buy work done by the blind. If the public conscience could be awakened to realise how important this is, the result would be that more blind would find employment in our workshops.

Mr. MESTON (Aberdeen)—I think Mr. Macdonald struck the nail on the head when speaking of the solution of the problem of the industrial training and employment of the blind; he said that what is wanted, and all that is wanted, is more money, but I can agree with the last speaker, the Rev. Mr. Burns, when he says that we are trusting to a very feeble reed if we are to trust to Government aid. We know very well what has been done in the past with regard to this. I think with Mr. Burns that, if we go forward to the Government and ask them to do for the blind what we would wish to have done in the

way of State aid, they would have many other applicants for similar privileges. I think that we in Scotland have done a great deal towards the solution of the problem. In the Aberdeen Asylum for the Blind we keep an open door, and receive every suitable applicant without reference to age or sex. We have at present over sixty blind people in the Institution, and in the counties of Banff and Kincardine, which the Institution makes provision for, there is probably no blind person desirous of industrial training or employment outside the walls of the Institution. What I think we have got to do is to go on the principle that we run Institutions at present in Scotland. We depend upon and receive a considerable amount in annual subscriptions, and these, with legacies, enable us to meet expenditure incurred. We also have little difficulty in getting Parish Councils to give help in cases where the blind are unable to help themselves. This is an important matter. What remains for us to do is to hold up to the public the splendid work that we are engaged in. I feel sure that, if we place before the public the work we are doing in a full and fair light, the means shall not be wanting to aid us in the carrying on of Institutions for the benefit of the blind with the fullest regard to their welfare.

Mrs. MACNICOL (London)—I feel it a great honour and pleasure to have been appointed by the Committee of the Institute for Massage by the Blind to speak at an international Conference on the subject. The first great essential in any work to ensure lasting success is to do it well. This is now proved beyond all doubt as regards the blind in the work of massage. They do it well. As there is an ever-increasing demand for what is well done in every profession, it must clearly be to the public advantage to employ the blind as masseurs and masseuses. What I know of massage from personal experience is that I found the treatment most successful, and I have had it in many countries. It is now more and more extensively prescribed, since mental and surgical cases come under its beneficial influence with most satisfactory results, therefore a wider field is open for those who practise it. Our operators are carefully selected as to health and fitness. They are taught in the same classes with the sighted. They hold the highest certificate of efficiency in massage that can be obtained in London before we ask the public to employ them. They have also, in a very marked degree, the natural qualifications for this work—delicacy of touch, power of thought concentration, magnetic influence, and, best of all, gentle sympathy and the desire to do their best. Our society is only a few years old, and we have now 21 masseuses and 15 masseurs

on our list, taken from various varied positions in life. One was a soldier who lost his sight in war, another a head milliner. Some are engaged in hydropathic establishments and some in private practice, and I have heard nothing but the greatest satisfaction expressed by those who employ them. All the massage to women and children at Smedley's Hydropathic Establishment, Matlock, is done by blind girls, and I have reason to hope, if they require more masseuses, they will apply to us. A lady took an orphan blind girl to one of our south-coast health resorts, to test, as it were, the difficulties of starting her in a general practice. She had introductions to some of the prominent doctors, who were very kind, and in three weeks' time, at an expenditure of under £9, the girl was able to be left, having eight patients, and a fair prospect of continued success. One difficulty was, of course, the guide question, but that was got over by securing a Gordon boy, at 3d. an hour, to be the guide. The girl has since written that she is very happy and well, and getting on nicely. One was sent to us from Nova Scotia, and has returned to practise there. I have had correspondence with Australia, Canada, the United States of America, and many parts of Europe, and quite lately heard of a blind girl of twenty at the Cape, who lost her sight through an accident two years ago, who is most anxious to come over to learn. While to us the thought is comparatively new, Japan has assigned this work of massage to the blind from time immemorial. But what concerns us most is, naturally, those who are nearest us. The blind, however painstaking and efficient they may be, cannot make a market for themselves nor press their needs, and we who are interested in them know that machinery and other causes have closed many occupations against them within recent years. What we urgently need is a sufficient sum of money to procure a central Home or Institute in London, where all business could be transacted, and a few, at least, of our blind operators lodged, so as to be ready for emergency work. At such a centre we could keep in constant touch with old pupils, and new ones from the provinces and abroad could reside there during their training, and so diminish expenses. Massage, which has hitherto been a treatment for the few, will then be more within the reach of many. Christianity from the beginning has taught us to give the blind a foremost place as those we ought to help. A great deal has been and is done most lovingly for them. They are well cared for, but we have not succeeded yet in giving them independence. They have very independent spirits and great courage, and we owe much to their example in this. The work of massage is a step towards independence. It is remunerative, and gives the

operators variety of thought and bodily exercise. Let us help the blind to secure a fair share of it, since, as I said before, they do it well.

Mr. JOSEPH HALL (Swansea)—May I ask what are the average earnings of a masseur?

Mrs. MACNICOL—That depends, of course. It is very remunerative work.

Mr. W. H. TATE (Bradford)—Mrs. MacNicol might state what they receive when they get an appointment at Smedley's.

Mrs. MACNICOL—I understand that in Smedley's they get 10s. a week and residence.

Captain J. C. HOBBS (Manchester)—I was at Smedley's Hydro-pathic on Whit-Monday, and have been in the habit of going there for the last three or four years. There were four masseuses there from Henshaw's at the time of my last visit; the first girl was taken on trial for a month; she has now been there for ten years. She was engaged at the rate of 10s. a week and her board. I think some of them have as much as 15s. a week.

M. ALRIC LUNDBERG (Stockholm)—I take the liberty of saying a few words on the important question that is now under discussion. It is generally acknowledged that our chief object when trying to ameliorate the condition of the blind is to widen, as far as possible, the spheres of their activity. Every new trade, every new profession, added to those we have in existence is a victory won in the cause of the blind, tending to encourage further efforts in the same direction. It is on that ground that I beg to draw your attention to a new trade, namely, the trade of cigar making by the blind, which has been carried on in Holland with success for some time. Let me give you the chief features, according to the statements made by the president of the Dutch Training Association in The Hague—(1) This work is generally remunerative; (2) it can easily be done by sightless persons; (3) it is suitable both to men and women; (4) it may be carried on at home as well as in special premises; (5) it is necessary that one, and only one, sighted person should be engaged at the work-place to examine and classify the tobacco used for the cigars; (6) it is well to choose young blind men or women for experiments in cigar making as a trade for the blind, as this handicraft demands a swift hand and a delicate touch; (7) the teacher chosen for the purpose might be chosen from the ordinary workmen at the cigar factory; he should, of course, be skilful in his work, and take an interest in his task as a teacher; (8) in Holland the teacher's salary amounts to 8 francs a week; (9) it has been found that one year is sufficient for a blind person to become a clever cigar maker if he devotes

two or three hours daily to the work. I cannot on this occasion go into further details on this subject, but I think that experiments in this respect are worth carrying on. For my own part, I am certain that this trade will in time turn out to be a good and remunerative employment within the reach of the blind.

Dr. RANGER (London)—The employment of the blind is doubtless of the highest importance, but there is an aspect of it in which all of us can render more efficient aid than has been recognised in Mr. Macdonald's excellent paper. That is the finding of new markets for what the blind produce. In that connection I desire particularly to draw attention to the productions of women and girls. The course of philanthropy as regards the blind has run very strongly in the direction of men and boys. The women, speaking generally, have been rather left out of sight. The small society founded and carried on by Miss Laura Douglas-Hamilton, under the name of "Eyes to the Blind," has during the past year directed its attention to obtaining markets for the products of female labour made by the workers in their own homes, and that society has enabled no less than fifty women and girls to earn from 3s. to 6s. per week at home. This may sound very small, but it makes the utmost difference to a blind girl or woman who is at home and dependent on her friends if she can employ her time usefully, with the knowledge that at the end of the week she will be rewarded by a gain of between 5s. and 6s. How many ladies and gentlemen are there in this room to-day who are wearing socks, vests, or other clothing made by blind women? There is no room in any house, palace, or cottage in which there cannot usefully be used something made by blind women. There are probably 30,000 blind people, and each of these will have two or three friends among the sighted, making 60,000 or 70,000, among whom a market might easily be found. Although money can do a great deal, active assistance of this kind can do very nearly as much, especially for blind women and girls.

Mr. A. SIDDALL (Rochdale)—I believe there are more trades to be found for the blind, and it is our duty to seek them. It was such thoughts that caused me to take up the boot and shoe work. Some time ago, through the assistance of the Gardner Trust and the society I represent, I was enabled to go to Denmark to bring over the boot and shoe work to this country. I believe that if this trade is given a fair trial it will prove most successful for the blind. Its every-day demand is one of the great points in its favour, and it is quite possible for most blind people to do it with the assistance of the special tools, of which I have now copies. After four months I returned,

making my own boots, though my teacher and I were ignorant of each other's language. Now, I do not suggest that the blind should take up this trade as shoemakers; I only suggest that repairs should be done by blind people; but in order that the work should be efficiently carried out I should suggest that every blind man, before being allowed to repair, should be compelled to make a pair of boots. By doing so, I find that my people are made sure of producing good work. I have only been in my present position for a short time, and I may say I have given some three months' teaching to my people in Rochdale, and I have two men who are now repairing for the public. I find that they are making quite a respectable wage out of it. I have one fellow who is repairing three or four pairs in a day. I have started the work in Liverpool, and I hope they will have an opportunity of bearing testimony to its success. I think this trade is worth trying, and I only hope that those who take it up will give it a fair trial, or leave it alone.

Mr. JOHN KEIR (Aberdeen)—I think I ought to offer my sincere congratulations to Mr. Macdonald on the comprehensive and liberal-minded fashion in which he has dealt with this important subject. There are many points on which I agree with him—in fact, there are only a few in which I find myself at variance, though I do not agree quite so fully with some of the subsequent speakers. I differ with Mr. Burns on the question of State aid; I think he is utterly wrong in his remarks regarding that matter. It is most extraordinary to find Mr. Burns, who represents an Institution so very largely aided by the State, namely, the Church of Scotland, deprecating the idea of approaching the Government for its aid for the blind. I could have understood the Rev. Murdo M'Queen objecting to State aid; but Mr. Burns is a marvel to me in that respect. Now, I am not going to say that we would be successful in a year or two, but I am quite convinced that we ought to make an effort. Mr. Macdonald referred to the fact that some twenty years ago a memorial was presented to the Royal Commission, imploring it to bring forward a recommendation in this direction. As one of those who attended the Conference at which the memorial was drafted, I believe that we were unanimous on the point that an annual allowance of £20 should be asked for, simply for the reason that the applicant was so afflicted, without regard to social position. I know that the attitude then taken up is deprecated by a number of people, on the ground that there are certain persons who do not require that aid at all. I admit that that is so, but I am satisfied that the number who are independent is so small, and their sense of honour which would

prevent them from accepting assistance is so great, that it is better to make a demand for the whole than to go about it in a piece-meal fashion. I think that the cigar making, which was referred to, is a splendid thing. It has been suggested to me that we might have box making—boxes for packing fish in, and boxes for holding bottles. I also think that an advertising agency might not be a bad thing in a populous centre. I understand it has been tried in Glasgow, where a number of people have been employed in the distribution of circulars, and it has been found very useful. In Aberdeen the School Board, of which I am a member, employs three blind girls as drill accompanists and visiting teachers, and they do exceedingly well indeed. I think that other School Boards might assist in the way of giving employment to such as can do that work so effectively and so well.

A DELEGATE—I should like to ask what is the average earnings of boot repairers?

Mr. SIDDALL—That depends upon how much work they get. If a man is fully occupied, I think that he will make 3s. or 4s. a day of clear profit.

The Rev. PHILIP BAINBRIGGE (London)—I represent the Workshop for the Blind of Kent. There are one or two points about which I should like to make a few remarks. Referring to what was said as to blind organists, it seems a very cruel thing to throw out from the applications for the post of organist all those that come from blind persons, but I can only say that it is what I should do myself. It is impossible for a blind organist to keep the necessary discipline, unless there is also a sighted choirmaster, and that is not always easy to arrange. Except in specially good circumstances, a blind organist cannot properly control and manage the ordinary run of choir boys. Boys will be boys, and behave as such. No matter how exquisite a musician he may be, the music of the church will not be thoroughly well rendered. As a master for private pupils a blind teacher may be excellent. Then there is the subject of basket-making. One of our best industries used to be heavy baskets for housebreakers (not robbers, but builders) and for sanitary purposes. Now, in London, the use of those baskets has gone off almost completely, as the sanitary authorities insist on galvanised iron. I should like to know if this is the case all over the country. Another point is fresh employment for the blind. A shop assistant in Harrod's Stores, which is one of the largest affairs of the kind in London, fell blind. The manager found him a place as weigher of dried goods—sugar and rice—which he puts up in bags. He has held that place for two and a half years, and the manager tells me

that they will be glad to answer any questions regarding him. Can more openings of this sort be found for blind people? No doubt it saves expense in cost of management to have large Institutions, but I do hope that the idea of preserving the home life will always be kept in mind. With every Institution there should be a certain amount of possibility that the blind may be able to live outside in their own homes, and not necessarily in Institutions. Blind people, of all, can say with the most heartfelt and deep feeling, "Home, sweet home, there is no place like home."

Mr. T. TAYLOR (Liverpool)—I think, in regard to this question of work, that blind boys and girls, when admitted to a school for the blind, ought to be trained like sighted boys and girls, and go to work at least half-time when they are fourteen years of age. The blind ought to be taught the work most suitable for the district they intend to reside in when they leave school. Instrumental music ought to be taught, but only to a few. I am pleased to say that I heard a short time ago from one of our former pupils that he was earning £150 a year as a teacher of music. Piano tuning and repairing should also be taught; some of our old pupils are doing well in this branch. They are taught by a blind tuner, formerly one of our pupils. Some are taught basket-making and mat-making, but to my mind shoe-making, as Mr. Siddall said, is the best trade, and one of the most profitable to teach, and I am glad to say that it has been adopted, under his tuition, at this school, and the results have far exceeded the expectations of the committee. This industry may be carried on in the workers' own homes with advantage. Our object ought to be to make business men of our pupils. I have one or two former pupils in the oil business, one of whom is doing very well, and has been able to purchase the house he resides in and the one next door, and he is willing to lend a helping hand to any other young man similarly afflicted. I would suggest that young men who have not the ability to be taught a trade should, in towns, follow the shoe blacking trade, which would be suitable and profitable. With regard to female labour, I think that Mr. Pine and Mr. Stainsby are setting us a very good example in the way of typewriting, basket-making, massage, and weaving. I have introduced flower-making, for those who formerly had sight, with success, and, so far, it has proved to be a pleasant and useful occupation for young women.

Mr. W. H. DIXSON (Oxford)—When Mr. Burns referred to State aid, I think he was afraid of the stump orator who declared that his views were—"Every man's hand in everybody else's pocket, share and share alike, and every man to have the

biggest half." I should like at once to make one or two protests. Can we not bring pressure to bear on the Government, and ask them to see that no work which could be done by the blind shall be done by prisoners? Dr. Ranger has shown that every one of us in this room could use something made by the blind. We have so often heard that a blind man cannot do this or that as well as a sighted man, that it is quite a relief to find something that the average blind man can do better than the average sighted man—and that something is piano tuning. The average sighted piano tuner gets a very second-rate training. He goes into a small music shop and picks up a few tricks of the trade. You go to the shop and ask to have your piano tuned. By a remarkable stroke of business, you will find your piano tuned in half an hour. Now, no piano can be tuned in half an hour. The average blind tuner knows that, and he takes more than half an hour. I therefore make it my business to tell every one of my sighted friends that if they employ a blind tuner who has a certificate from a good place they will do better than if they employ an average sighted man. Again, it is not merely prejudice that blind men have to face, but the anxiety to make as much money out of that prejudice as possible. Men who have applied for curacies have told me that the vicars have started with the idea that they would not be so efficient and have wanted to pay them a smaller salary.

Rev. H. T. G. KINGDON (Bristol)—I think we want more trades for the women, who seem to have been to a large extent neglected until the last few years. They cannot earn very large wages at any of the trades we are teaching them at present. The stocking machine has been introduced with good results, and has been greatly improved. The Harrison machine is on exhibition, and has been brought up-to-date, and I consider it to be far better than any other at present on the market, and specially suited for the use of blind girls. We assist our girls as far as we can, and are aiming to make it possible for them to earn 6s. to 8s. a week, which is, I suppose, equal to what is earned by many sighted workers. We have recently started a hostel where the girls may sleep, and we feed them at the Institution, charging them 5s. 6d. a week, which includes board and lodging, medical attendance, mending, and laundry. If their homes are near at hand it is better for them to live there, but many are not, and they can earn better wages working at an Institution workshop than is generally possible when working for themselves.

Dr. CAMPBELL (London)—I hope that Mr. Macdonald will move a resolution to the effect that no blind tuners shall be

sent out until they have passed a thorough examination and obtained a certificate. Tuning is one of the best employments for the blind, but if we send out tuners that are not thoroughly trained they will soon spoil the work for those who are capable. Mr. George Rose, managing director of Broadwood's, is our examiner. He says that increased skill and competency are demanded from the sighted tuners, and that we must bring the work of the blind up to the same standard if we expect them to obtain employment. A superficial knowledge of tuning may be readily acquired by the blind, but a long course of careful training is essential to success. If a sighted man does a piece of work badly it does not prevent another seeing man from getting employment. But if a blind man attempts to tune or repair a piano and fails, it is impossible for another blind man to get work in that vicinity.

Mr. J. J. PLATER (Birmingham)—I should like to follow up my friend Dr. Campbell's remarks on organists. I am not a musician, but I have watched with anxiety the successes and failures of the blind outside of what is my business. I believe it is quite possible for a blind organist to be a choirmaster. I know of a good many choirs that are managed by blind professional men of character and repute. If the organist, as choirmaster, has the energy and the ability necessary for the situation, then he can do the work as well as any one who can see. Reference has been made to the difficulty in getting employment for blind organists. Where does the difficulty come from? There is no difficulty in America or on the Continent of Europe. I have heard it said that the difficulty arises from a prejudice on the part of ministers of religion—a nervousness, if you like to be more moderate. I believe the secret is this, however, that Institutions do not as a rule employ blind men as teachers of music and choirmasters; they delegate that teaching to men who can see. I think that that is a very serious mistake, because I say that the thoughtful business man or clergyman would hesitate if he found that the Institution which applied to him to take one of their pupils did not themselves trust and employ a blind person as teacher. I hope that this will be taken seriously to heart by managers and superintendents of Institutions. If I had my way I would clear out of Institutions sighted teachers, and employ only blind teachers in the musical part of the work. You will find blind men taking the lead in Paris with all its magnificent musical services. They have no difficulty in getting situations there. The training is generally done by the blind—hence the confidence created.

Mr. J. B. MEESON (Leeds)—To whom should we apply for practical help for our blind Institutions if not to the public?

We have been doing that for some time with very unsatisfactory results so far as direct help goes. It is now time we were doing something else, and I do hope that this Conference will not finish without appointing a Committee to consider this vast subject. The Committee appointed can deal with it thoroughly by going to the headquarters of the public, namely, the Government and our local authorities. I disagree with those who say that we must not look to the Government for help—we ought to look to them for help in the way of orders for work. They provide for the morally and mentally incapacables, and why not for those to whom light is denied? We are doing the public's work, and thereby saving the pocket of the public. A bill is being prepared in Parliament to deal with the unemployed. The blind are amongst the unemployed, and we have a just claim, because a blind man cannot go from pillar to post to get his work as a sighted man can. It is our business to do it for the blind, and therefore we ought to go to the Government for help. The time is coming when you will have to meet a great crisis. Be ready for it, and do not wait until it is upon you. We have an Institution at Leeds which is quite full, and we cannot extend because we are lacking in funds. The Government ought to grant us funds to find employment for the blind.

Mr. J. E. GREGORY (London)—I consider that the subject of Mr. Macdonald's paper has been so far the most important of the Conference. The problem with which he had to deal is a very difficult one indeed. Those who have had any connection with the blind Institutions or the blind know that it is a positive fact that the existing Institutions do not provide sufficient accommodation for training the whole of the blind who are able to benefit by such training. That being so, I think it must be admitted by all that extension is desirable, and the only question remaining is how it is to be obtained. The reason why the premises cannot be extended is in most cases, I think, lack of money—it is a question of £ s. d. We know that there are numbers of blind persons who have been trained, and have become expert in various branches of industry, but, in spite of their training, they cannot find employment, for the simple reason that the Institutions which are in existence at present are not sufficient to offer employment for all. That is very largely the reason why we see so many blind people exhibiting their infirmities in the streets, playing musical instruments, and doing other things. I do not agree with the gentleman who spoke yesterday, and assumed that those who played musical instruments on the street were those who had been trained for the musical profession. As a matter of fact, I

know several cases of men who have been trained as basket-makers and as brush-makers who are playing musical instruments on the streets and in public-houses, for the simple reason that they cannot get basket or brush work. How is this difficulty to be met? Philanthropy has been appealed to for some considerable time, but it has not provided sufficient funds to meet the difficulty. It appears to me to be conclusive that the only remedy is to go to the State and ask them to come to the assistance of these afflicted persons. I entirely disagree with the Rev. Mr. Burns, who deprecated an appeal of this kind being made. ("No.") Well, I understood him to do so. Forty years ago there were numbers of people who took up the same attitude on the question of free education. I think it would be a difficult matter to find a single politician in the country to-day who would be prepared to do away with free education. There are many new industries that could be opened up to the blind. The only way to find new industries is by making experiments. Experiments are expensive, and they should be carried out and paid for from funds provided by the Government.

Mr. BEN PURSE (Manchester)—I respectfully submit that the voluntary system, as we understand it to-day, is not of such an adequate and comprehensive character as to provide for the employment of the blind. Not only is it inadequate, but in the vast proportion of cases you will find that the wages received by blind workers in this country are miserably insufficient to properly sustain the lives of those who are so working. I do not attribute this to the negligence or the indifference of the Managers of Institutions or those connected with Institutions. What I respectfully submit as the crux of the whole question is that the nation has not provided in a more comprehensive manner for the proper equipment of those Institutions in order that they may fulfil their true functions. When we speak of State provision for the blind we do not wish to assert that it is even desirable to pension the adult blind who are capable of following industries. What we mean is that the aged and incapable of our class shall be provided for by funds other than those obtainable from poor law authorities. I have had some little experience of the condition of the blind in the large industrial areas. If you want evidences of the lack of employment you have only to study closely the census returns. The city of Manchester has a blind population of 472. Taking those employed in our local Institution and those in various occupations outside that particular Institution, we have not more than 90 who are employed, while in our local

Union we have more than 90 blind persons. We have 62 of our people forced on to the streets to gain a livelihood as street musicians, hawkers, &c. This is a pitiable state of affairs, and it is high time for the municipalities or the State to come to the aid of philanthropy.

Mr. J. C. WARREN (Nottingham)—I must say that I quite disagree with the recent speakers who represent the National League for the Blind in Great Britain and Ireland. State aid lessens a man's independence and limits the interest and help he receives from other sources. When the Act of 1893 was passed, and it was understood that school authorities had to take charge of the education of blind children, we were told by subscribers that there was no further need for their help, and the same difficulty will follow here. I feel certain that we shall make a great mistake if we ask the Government to give special aid to the blind. We are all agreed with what has been said as to the necessity for new trades for the blind, and particularly for blind women. I was very glad to hear about cigar making, but the difficulty seems to be that we cannot carry on a trade of that kind in our Institutions for a long time to come. We shall have to induce cigar makers in our towns to take blind women into their works. As another means of giving employment to blind women, we have introduced Swedish hand-loom weaving into our Nottingham Institution, and so far with satisfactory results. I heard one member of the Conference remark that the work was very interesting, but was unlikely to be a sufficiently remunerative occupation for blind women, as the goods could only be disposed of by special effort. It seems to me that there is no objection on this score, because in every business we have to use special efforts and, perhaps, personal pressure to induce people to purchase a special class of goods. We certainly find a fair amount of employment for our looms at present, and, though we have only tried the experiment for two years, the work has been remunerative. I hope that we shall soon see Harris tweeds made by the blind on these looms, and, if this can be effected, there ought to be a regular market for them. Mr. Gregory referred to the great need for technical training in Institutions. May I tell him that some years ago we at Nottingham gave up the children's part of our Institution altogether, and devoted ourselves entirely to technical education. The whole work of our Institution now is the technical training and industrial employment of the blind. We take young people from sixteen years of age and train them for various occupations in the most thorough manner possible to us. When they have thus become competent, we either employ them in our own workshops or

send them to their homes, and look after them under the Saxon system. We take pupils from all parts, and it is our great object to make our Institution a complete technical and industrial training school.

Councillor ROYLE (Manchester)—A speaker has just indicated that in Manchester we have scarcely 90 blind people employed. I think he is very much mistaken. I would not correct his statement were it not that our Institution is supposed to be of some importance. We have nearly 48 men and women in our Deansgate establishment, where the shop is located. In the asylum itself we have 60, and then coupled with all these we have a very excellent Institution, which was started and is being continued by Miss Heywood. That Institution keeps 35 employed, so that we have nearly 150 blind people employed in the city of Manchester. I do hope that it won't go forward that we have only 90 employed.

Mr. BEN PURSE (Manchester)—These figures are quite correct, and I wish you to accept them. In Manchester there are, as Councillor Royle has stated, 48 employed in the Deansgate workshop, whilst those in Henshaw's Blind Asylum are merely apprentices, not wage earners, as no wages are paid there, and they cannot therefore be considered to rank as persons earning their own livelihood. What I want the Conference to understand is that I was referring to wage earners. My figures are quite correct.

Councillor ROYLE—They are wage earners.

Lieutenant-Colonel SELFE (London)—I have to thank Mr. Macdonald for his exceedingly able paper. It received emphasis by the quotation which he made from the speech of a very great man, Mr. Gladstone, when he was speaking at the annual meeting of our Society. He only quoted a few words, so perhaps the Conference might like to hear a little more, because it bears exactly on what we are discussing—"Employment to the blind is the condition of mental serenity, of resignation, and of contentment. Employment to the blind is also the condition of subsistence; that is, of honourable and independent subsistence." These last words are the whole crux of the question. We have men in our own workshops earning 30s. to 35s. a week. In that same Institution we have a mat maker. We asked one of the best known mat manufacturers in England the trade price per foot for the kind of work that our man does, the answer was a penny per square foot. Applying that rate of wage to our mat maker he would only earn 4s. 6d. a week. It is not to be supposed that any one imagines that even a single man can live on 4s. 6d. a week. I am happy

to say that we give our man 18s. I would strongly urge the extension of the period of apprenticeship and insistence on the highest standard of work. We get a great many who have been trained a certain length as youths in other Institutions. We find that when we take these youths in they could not possibly, as a rule, earn a living outside. They require, and get, six months further instruction under both sighted and blind teachers. The last one who came to us is now earning about 19s. a week. I would strongly urge the appointment of a committee of experts to consider this question of the employment of the blind, and to put some definite proposals before the blind world in general. I think that the magazine, *The Blind*, would be the best way of doing so, because if we are to wait three years for another Conference some of us may have forgotten all about it.

Mr. W. H. DIXSON (Oxford)—I believe that there is a general impression that in Japan massage is a monopoly of the blind. It was so until Western civilisation was introduced, and now it has ceased to be so.

Mr. KINLAY (Bolton)—I class the blind people under two different heads, those who are absolutely blind and those who have defective sight. I expect that we shall have an increased number in the last class owing to the Workmen's Compensation Act. It has always been my desire that wherever I could put work into the hands of blind people and remove sighted labour, I should do so. A short time ago I tried this experiment in our brush-making department with a man of defective sight. Those of you who have any knowledge of brush-making will know that bristles are not generally used as they are imported from abroad, but have to be mixed up in different proportions so as to produce a certain quality of hair. These different classes of hair may be of different colours, and when they are mixed together they have to bring out a certain colour, say, grey. In our workshops we have always used sighted labour for hair-dressing and hair-mixing. A short time ago I put a man of defective sight on to this class of work, and he is doing that work quite satisfactorily to-day. I wish to bring this particularly under your consideration, because it is a class of work which should be bought by the Institutions themselves and worked up by the blind people, and therefore you would have that part of the trade in your own hands. What I refer to is the dressing of basses and fibres. In thinking this matter out for the defective sighted people I had two objects in view—first, I wanted to get up a certain trade which would produce a living wage, and second, I wanted to get up a trade that would produce a profit, and might be carried on without

outside support in the way of subscriptions. I think that this particular trade could be carried on and made not only to pay its way, but to pay a dividend if the Institutions would only combine to use up the material that was produced.

Mr. DAVID REID (Lochee, Dundee)—I, as a blind man, feel that the public are very kind to us, and yet we have this to say, that we are, just like Bruce and Wallace, fighting for our independence with the very people who are kind to us. Up till now we have been talking a great deal about the education of the blind. Why, we ought to begin and educate the sighted. I don't think that this Conference will have acquired its purpose unless it first of all forces on the public the fact that we are willing to work. I don't mind being blind—God made me so—but I hate pity. I hate the pity that drops the penny into the hands of the man who says he is poor. If he is a young man, then the public are crippling him and taking away his independence. He is a man who might be useful in the world, but this amiable outsider comes up and pities him. Let us do away with that pity. What we want is practical sympathy. We want work. The public have been very good to me, and I can't complain at all, but I am sorry to hear about our friends in other quarters, who have to complain of the way in which the public treat them. Let this Conference emphasise the fact that we can do work. Now, I understand some ministers have been making it impossible for trained organists to secure posts for which they were qualified, simply because they could not see; and I was ashamed to hear a speaker say that it is impossible for a blind man to teach a choir. That is an untrue statement, my friends, as it is well known that music is one of our strong points. Regarding discipline, if a blind man be firm his hearing will serve him in place of eyes. Having studied pianoforte tuning at West Craigmillar, I am grateful to-day for what that Institution has enabled me to accomplish during the past twenty years.

Mr. W. H. TATE (Bradford)—I should like to give an illustration showing the force of what has been said by the last speaker on the subject of blind choirmasters. I am a sighted choirmaster of a blind choir, but am quite ready to be turned out and to make way for a blind gentleman. On one occasion I took the choir to one of the vocal competitions in our part of the world. Competing with us was a choir of sighted persons trained by a blind choirmaster, one of our own members. He competed against me with his sighted choir, and, to my great chagrin, took the first prize.

Mr. M. PRIESTLEY (Bradford)—The better employment of the blind is a subject to which I have devoted much time and careful

consideration for some years, and I have come to the conclusion that the greatest problem in connection with the whole subject is to provide the difference between the actual value of the blind labour and the price paid for such labour. With proper supervision we need have no fear about the quality of work done by the blind. A look round our exhibition will be convincing proof of this statement. It is, of course, in the quantity of work produced in a given time where blind labour suffers most. When employed on piece work, the blind must be paid at a higher rate of wages than that paid to sighted persons. Each Institution appears to have its own system of payment, which is regulated according to the funds available for charitable purposes. In my own case, work in connection with Government and railway contracts has been declined, not because we could not do it, but because the loss was too much. In negotiating orders it is strictly business, and rightly so. In making the goods it is largely charity, and, so long as blind people have to compete with those who can see, charity must enter into it in one way or other. It is useless to attempt to obtain higher prices for goods made by the blind than the prices charged by our competitors. I do think, however, that in connection with Government work, we might reasonably ask the Director of Contracts to be good enough to place orders with Institutions for the blind at the same prices which are paid to other manufacturers. Surely a request of this kind would receive favourable consideration if it were properly presented, and it would at least be one step towards solving the problem of employment. The Government require the goods, the blind can make them, but the present system of obtaining orders is not satisfactory. The question of finance is by far a more difficult matter. Orders may be obtained at some price, but has it not taxed all our energies to obtain a sufficient income for charitable purposes? The main reason why we cannot increase the numbers in our workshops is because they will be an additional charge on charitable funds which are already insufficient to meet the present payments. In Bradford we are comparatively well off respecting employment. The blind are as well employed and cared for as they are in any other city either in England or elsewhere. We must, however, go beyond our own little spheres of industry at a Conference of this kind, and we must think of those who are blind and happen to reside in a town where there is no Institution for them. Well, sir, it is our duty to find a remedy for this state of things. I do think that the Government ought to follow up the education and training by a grant in aid of employment, and I should like to suggest that the Committee of this Conference be requested to bring such a proposal before the proper department of State, with a

view of securing a Government inquiry into the whole matter. A grant of £10 per head for each blind person regularly employed would soon place the Institutions in a position to increase the number of workers. It might be urged that such a system would have a tendency to reduce the voluntary assistance now received. That would probably be the case, but great and glorious as it has been, and as it is, we are bound to acknowledge that the voluntary assistance is not sufficient to meet the urgent needs of the case, and surely a grant from the National Exchequer for such a noble purpose would be quite in keeping with the best traditions of our beloved country. If this discussion is to be the end of this important subject, I am afraid the Conference will not have accomplished its best end.

On the motion of Mr. Warren, Nottingham, seconded by the Rev. St. Clare Hill, Leatherhead, the discussion was adjourned till two o'clock.

Mr. M. G. MACKENZIE (Inverness)—Our society represents the six northern counties of Scotland, along with Skye and the Hebrides. You will at once observe the operations carried on by my Directors cover a very wide area. At our commencement we confined ourselves to the work of outdoor teaching, and from this beginning in the course of time emerged our educational home and our several workshops. We have successfully carried on the "Saxon System" in our large district. When a trade or occupation is acquired by any of the pupils trained in our Institution at Inverness, on their return home every encouragement is given them to begin work on their own account, and the project has been most satisfactory. Material at cost price is supplied them till they are fully established. In this respect our society is more advantageously situated than many, on account of our wide range of country, for, as a rule, our pupils are so far removed that their respective occupations do not in any degree affect the sales in our Institution, and whenever a tradesman leaves our workshops a new opening is made for another. If any of you have outlying districts attached to your respective missions, I would strongly advocate for a fair trial of our scheme.

Mr. J. FREW BRYDEN (Glasgow)—Reference has been made to the difficulty we all feel as to a way of providing employment for unskilled persons. Mr. Macdonald drew attention to this point, and he thought that the providing of such employment lay more perhaps on societies outside the Institutions. I venture to suggest that the Institutions should work their minds

more round this question of employment for unskilled persons, and I say that for this reason, money is the crux of the whole question, as Mr. Priestley, I think it was, pointed out clearly. We may get rid of sentiment here and face the fact that work among the blind cannot be carried on by any Institution unless at a loss, which must be made up either from charitable sources or from the State. It seems to me that very often the question of employment for unskilled blind is not faced because of this fact, that the taking up of it would mean such a proportion of supplementary wages that they simply cannot meet it. We heard to-day of a case of a man in an Institution, whose work was only worth 4s. 6d., and yet he was paid 18s. a week. I think it would be possible to devise some form of unskilled employment that would fetch more than 4s. 6d., and this could be supplemented to some extent. Surely this would be better than the alternatives of the street or the poorhouse. With regard to work among women, we in Glasgow provide for nearly 140 women knitting in their own homes. These women get what is equal to 3s. a week. When you visit Glasgow to-morrow you can do us a practical turn by leaving your order at our shop in Bath Street.

Mr. J. P. KRUGER (Cape Colony)—We have had a good discussion this morning, but I think we must now come to something practical. I am not in a position to propose anything, but I think we should get the General Committee or a Committee of two or three appointed to draft a resolution. Before we end the sessions of this Conference that resolution could be brought forward and adopted, because a great many blind people throughout the world are represented at this Conference. I do not propose it, but I hope the suggestion will be taken up.

Mr. JOSEPH HALL (Swansea)—May I make a suggestion with regard to helping the adult blind while learning a trade or handicraft? A capitation grant of five guineas a year is at present received for education and technical instruction. Could not a short bill be passed for giving help in the same way to those learning a trade or handicraft? At present we get help from Boards of Guardians; but, as you are aware, the blind have an objection to receiving assistance from this source. There are a good many who become blind when they are adults, from accidents and other causes, and these are the men we want to help whilst they are learning a trade. I think that if influence is brought to bear upon members of Parliament in the several districts by the committees and secretaries of Institutions and societies, there would be no difficulty in getting a bill passed. In order to ensure success, it would doubtless be necessary that the cordial support of the Local Government Board and of the Board of Education be obtained.

Mr. COLLINGWOOD (Exeter)—On the ground that the greatest good for the greatest number is of primary importance, I venture to think that this is essentially a question on which the larger Institutions and those connected with them should take precedence. I should, however, like to say a word or two on piano tuning. That occupation is put very low down on the list, and I venture to think the reason is that the managers and superintendents of Institutions do not give the same amount of attention to that particular source of income that they do to others. In the majority of Institutions basket-making, mat-making, and brush-making are the main source of their income, and piano tuning is merely a subsidiary matter. Now, should you put the same push into that as into the other trades, I think you will find that it will form a very good source of income. I noticed one point in Mr. Macdonald's paper that met with more applause than any other, and that was "that a good order was better than a subscription." I do not go as far as Dr. Ranger—I am not going to ask where you buy your socks—but I feel tempted to ask, "How many members of Committees of Blind Institutions have their pianos tuned by blind tuners?" These ladies and gentlemen give their subscriptions, and their time and attention, and I feel absolutely certain that it is just through want of thought that they don't go one step further and have their pianos tuned by the blind. I am sure that they would be satisfied with the work done. Two or three years ago a report was sent to me from a certain Institution, which I will not name. I noticed that they had on their front page a notice referring to competent tuners, whom they were willing to send out on the shortest notice. I turned to their financial sheet, and I found that their income from piano tuning for that year was 3s. 6d. Two years later I received a report from the same Institution, and I found that the income from piano tuning had risen to 8s. 6d. Now, that Institution has on its Committee no less than 34 members—ladies and gentlemen. I venture to think there is something pertinent in my remark, when I say that there is evidently some oversight on the part of those serving on that Committee when a greater income is not derived from piano tuning in that as in other Institutions.

Mr. HENRY MARSHALL (Dundee)—I should like to say something with reference to the remark made by our minister friend this morning. It has been my pleasure to know quite a number of very competent blind organists and choirmasters. I may be permitted to refer briefly to my own share in this work. I have the honour to teach a mixed choir of juvenile blind, one of juvenile sighted, one of adult sighted, known as

the Dundee Select Choir, one of adult blind, and two church choirs. In one of these I am organist and choirmaster, in the other choirmaster only. I have also a choral society of some 200 members. We have performed such works as the "Messiah," "Judas Maccabæus," "The Creation," "Samson," and we hope to give "St. Paul" next season. We have several times had Mr. Walton, of Glasgow Cathedral, at the organ, and he has always been most loyal to my baton. I think of my minister friend with respect, because I have heard that he is engaged in some kind of work for the benefit of our class, though we may differ on some point or another.

Miss M. FIELD (Oldham)—A speaker has said that the crux of the matter is money. I am in the happy position of being superintendent of an industry which was founded in April, 1904, and is kept up by one benevolent lady. I should like to mention two employments which have not been spoken of this morning, one is tab rug-making and the other the manufacture of string bags. The latter has been a great success. The apparatus is quite simple and easy to manipulate. The girl who makes string bags came to me straight from school, and on an average she has earned 5s. a week, and the last few weeks it has been 8s. I pay her 5d. for each bag and sell it for 1s. The rug-making is a moderate success.

Rev. ST. CLARE HILL (Leatherhead)—Are your girls boarded?

Miss FIELD—No, but they are given a dinner every day. Before they came to me the girls were most wishful to earn their living, but there was little or no work for them to do until Miss Lees of Werneth Park opened this workroom. They all say how sorry they would be if they had to go back to the old way of living.

Mr. COLIN MACDONALD (Dundee)—We have come to the end of a most interesting discussion on a most important subject, but we have not come to the end of the subject itself. I think it was Emerson who said that "all fiction is confectionery, not the raising of new corn." The discussion to-day would be more properly described by the term "strong meat," and should issue not only in raising "new corn," but in a practical solution of the difficult problem of the employment of the blind. With this view, I have the honour of moving the following resolution:—"That the problem of the better employment of the blind is of such vital importance and consequence that a National Committee be appointed to consider the questions raised in the paper this morning and the subsequent discussion; the selection of the Committee be left to the Conference Committee."

Mr. H. W. P. PINE (Nottingham)—I should like to be allowed to second this resolution. I think there is no subject to be discussed by this Conference which is of such importance as the one we have had under consideration to-day. Indeed, I think the better employment of the blind is the most burning question we have before us at the present time. Several Committees were appointed at the close of the Conference held in London in 1902, and I expressed myself very strongly at that time that some practical step should be taken in this matter, and was most anxious that a Committee should be appointed to consider the whole question of the employment of the blind, but, unfortunately, no step was taken then. Although there was, after the Conference, a feeling that some Committee might still be formed, and I was asked to endeavour to call such a body together, it seemed to me that nothing could really be done until another Conference was held. I feel very strongly, therefore, that it would not be right to let this subject rest where it is, but that opportunity should now be taken to have a National Committee appointed of those who understand some of the difficulties of the problem, and that endeavours should be made to carry this question to a successful issue. The education of the blind is now well assured; it is no longer a matter of doubt. What we most require now is opportunities of thorough technical training for them, to be followed by greatly increased facilities for their employment. If we can do something to ensure that the employment of the blind shall be put upon a better footing, then we may rejoice that this Conference has not been held in vain. I have the greatest possible pleasure in seconding the resolution that a Committee be appointed to deal with this question, and that the Conference Committee, which is to meet at the end of this session, be empowered to nominate that Committee.

Mr. J. E. GREGORY (London)—I am in thorough agreement with Mr. Macdonald with regard to raising the new corn, and I am most anxious that some result shall accrue from this Conference, but I cannot say that I quite agree with him in leaving the selection of this Committee to the Conference Committee. If we were not in conference I could quite understand the Conference Committee doing this business, but, seeing that we are actually in conference now, it would be more democratic, if nothing else, if the Conference would make its own selection of the members to form this Committee. With a view of testing the feeling of the Conference upon this subject, I move as an amendment that the Conference selects the persons to form the Committee.

Mr. BEN PURSE (Manchester)—I beg to second that amendment.

Mr. J. J. PLATER (Birmingham) supported the amendment.

Mr. J. FREW BRYDEN (Glasgow) proposed that the Conference Committee should submit the names of the proposed Committee later on.

On this suggestion being accepted, Mr. Gregory withdrew his amendment, and the resolution was carried unanimously.

The CHAIRMAN—That closes the meeting of this session on the question of the employment of the blind. I propose to vacate the chair now in place of Sir Andrew Mure.

Captain HOBBS (Manchester) proposed a vote of thanks to the Chairman, which, being seconded by Mr. Munby, was unanimously carried.

Afternoon Session.

Mr. H. W. P. PINE (Nottingham)—Before the Chairman for the afternoon session occupies the chair I have to state that I have received a letter from Mr. G. M. Brown, M.P., asking me to express to you his sincere regret at being unable to be here this afternoon, as he has had to return to London for the opening of Parliament. In his absence I have asked Sir Andrew Mure to occupy the chair this afternoon. I beg to move that he occupies the chair. ("Agreed.")

The CHAIRMAN (Sir Andrew Mure)—I have been suddenly called upon to occupy the chair. Mr. Brown's business in Parliament has carried him off. I will merely say a few words in anticipation of the subject which is to be brought before you to-day. Blindness varies in degrees from a certain loss of vision to a total loss of sight. It may be also temporary or permanent. The blind are generally remarkable for a great mental activity and a wonderful development of the intellect. Their touch and hearing become very acute. In 1784 the blind in Paris, under the inspiration of a Monsieur Haüy, began to be instructed in ordinary employments—spinning, knitting, woodwork, music, reading, writing, and arithmetic. Similar schools were founded all over Europe, following the example of Paris. Almost every large city now possesses a school or Institution for the blind. The blind are now occupied in the majority of employments to which human beings direct their attention. The teaching of music and piano tuning have been recently added to the work of the blind. The higher education of the blind has received a strong impulse by the establishment of the British and Foreign Blind Association, of a college for the blind sons of gentlemen at Worcester, and the Royal Normal College at Upper Norwood, London. Speak-

ing in Edinburgh, it would be a mistake not to refer to Mr. Gall, of Edinburgh, who used an embossed alphabet with the ordinary letters, angular lines being substituted for curves. In 1834 he published the Gospels of the New Testament in that character. He subsequently introduced many improvements, such as letters with a serrated surface, so giving distinctness. About the same time a Mr. Alston, of Glasgow, adopted his system, and printed the whole Bible in 1840. Many improvements have been made by Mr. Lucas, of Bristol, and Mr. Freer, of London. Further than that, ciphering numbers have been invented by Nicholas Sanderson, the blind teacher of mathematics in Cambridge. I have referred to these things because they are necessary when the problem of the better employment of the blind is in question. That problem occupied the Conference this morning. We are now to hear a paper from Mr. Norwood on "A Central Bureau and a National Register, the best means of bringing them into existence, and the benefits to be derived."

Mr. NORWOOD (York)—I hope I may be allowed to say that I highly appreciate the honour done to me by the Conference Committee in entrusting to my care the important question which is the subject of the present paper. The invitation of the Committee was, however, received and accepted by me, not in any sense as a personal matter, but rather as being connected with the part played in previous Conferences by the Institution for the Blind with which I have the honour of being associated, and by my predecessor, Mr. Antony Buckle, whose great ability, ripe experience, and sound judgment have done so much on many similar occasions to further the progress of the cause for which we are now assembled. I have now to crave your indulgence. Unfortunately, I am suffering from a somewhat severe affection of the throat, although I hope the trouble is but a temporary one. Mr. Pine has kindly offered for your comfort and for mine to read the paper which I have drawn up.

**A CENTRAL BUREAU AND A NATIONAL REGISTER:
THE BEST MEANS OF BRINGING THEM INTO
EXISTENCE, AND THE BENEFITS TO BE DE-
RIVED.**

By Mr. A. B. NORWOOD, M.A., Superintendent of the Yorkshire
School for the Blind, York.

PREFATORY NOTE.

This paper is, in the main, an expression in brief of the replies received by the compiler from Organisations, Institutions, and individual friends of the blind in answer to a series of questions sent out by him with the approval of the Edinburgh Conference Committee.

It is hoped that the information thus obtained and here set out may be of some use to those with whom the further consideration of these subjects will rest.

The character of the questions alluded to is sufficiently shown in the headings of the paper.

The arrangement of the phrases forming the title of this paper is distinctly suggestive of the direction in which the efforts of those interested in the subject should be applied.

As if recognising that the desirability of such an organisation as the bureau has already been sufficiently discussed and established at the Conferences held in 1883 and 1902, and also by the report of the Royal Commission presented in 1889, the title of the paper bids us straightway direct our attention to the best means of bringing the bureau into existence and getting it into actual work. It is in this spirit, and with the hope that the question may be brought down from the sphere of mere academic appreciation to one of actual practice, that the paper now being read has been compiled and the attention of members of the Conference is invited.

Much has already been spoken and written on this question of a Central Bureau, Institute, or Association for

the Blind. The draft of a scheme of Mr. William Harris, of Leicester, for establishing a Central Association for helping the blind, was read before the Royal Commission in 1887; and, following up a suggestion from the Royal Commission, an able and comprehensive paper on this subject was read by Mr. W. H. Tate, of Bradford, at the Conference held in London in 1902.

It may with reason be urged that, in view of the previous expressions of opinion on the question of a Central Bureau, and the manner in which Mr. Tate's able paper was received by the members of the Conference held so recently as 1902, an additional paper dealing with this same subject on anything like the same lines is unnecessary.

The compiler of the present paper has therefore designedly omitted reference to the details of the draft scheme of Mr. Harris and the paper by Mr. W. H. Tate, and has confined himself to an endeavour to present to the Conference a brief summary of the present opinions, so far as these questions are concerned, of those now actually interested and engaged in work for the blind.

It must be at once admitted that, at all events for the present, it is quite impracticable to think of the bureau's undertaking the work of a central co-operative depôt for the warehousing and sale of goods, for the actual buying and supplying of material, and generally acting as a trading concern; and that the bureau now under consideration is intended to be mainly a centre of information and united action on all matters connected with the blind. A clear understanding on this point is essential to the immediate practical solution of the questions involved in this paper.

THE FORMATION OF A CENTRAL BUREAU.

Turning to the answers received, we find a decided majority in favour of the establishment of a bureau as

a centre for more complete intercommunication, greater solidarity, more thorough co-operation, and all possible extension of the various agencies at present existing for the benefit of the blind, though several replies are conditioned by an expression of fear that the advantages to be gained from the bureau may not be commensurate with the cost involved. There are also replies from some, whose long experience and intimate knowledge of the work command respect, to the effect that, taking into account the existing agencies, there is no pressing need for a Central Bureau; whilst others state the same by affirming that we do actually now possess in the Gardner's Trust, so far at least as England and Wales are concerned, the centre whose formation we are now discussing.

A NATIONAL REGISTER.

The views with regard to a National Register are very diverse. Some are in favour of it as being the only means of getting full information as to the conditions of life of a very large number of blind people who are at present outside the sphere of work of the existing organisations, contending that this information is absolutely essential to a proper conception of a complete and scientific system for dealing with the blind of the whole country, a system which may help to unite and increase the isolated and sporadic efforts now being made from a number of centres unevenly and arbitrarily scattered throughout the land, unable to do more than provide at all adequately for other than the comparative few.

Several replies approve of the National Register as a matter of theory, but think that the cost of the large staff necessary for the drawing up of such a Register and keeping it accurate makes the question of a complete National Register impracticable. At the same time they consider that much advantage would result if the system, already most efficiently carried out in certain towns and

districts, of keeping a full record of each blind case in their localities, and thus collecting most valuable information which could be available for the Central Bureau, were made universal. A few replies have been received from those who declare that they have not experienced in their work any serious difficulty from the present non-existence of a National Register; and one from a correspondent who thinks that great benefit might result from an endeavour to obtain a record of those willing to help in work for the blind in the various localities in which further work of this kind is urgently needed.

In Scotland the outdoor missions to the blind do possess a uniform register, and, with the co-operation of the Scottish Institutions, it is thought that a Register for Scotland could be easily formed.

THE RANGE AND CHARACTER OF THE WORK TO BE UNDERTAKEN BY THE BUREAU.

The information received on this question may be roughly divided into three classes—

Class A. In favour of confining the work of the bureau to that of a centre for focussing and disseminating information on all matters affecting the blind, and generally acting as the recognised centre to which any one requiring information about the blind can apply. Correspondents in this class would wish the bureau to collect and possess as full particulars as possible with regard to the numbers and condition of the blind of the country, and everything pertaining to their education, training, employment, and general welfare, so as to be ready when consulted to advise on all matters connected therewith.

Class B. Increases and widens to a very considerable extent the scope of the bureau's work. In addition to the work advocated by Class A, the

present class would look to this organisation to take active steps to increase public interest in the welfare of the blind, and to extend the provisions, educational and otherwise, already existing for their benefit. It would ask the bureau to approach the great spending departments of the State with the object of securing for the blind a larger and more constant share of suitable Government work than they have hitherto been able to obtain; to appoint a committee of experts in educational work to investigate, and afterwards make known, all improvements in methods of teaching, school appliances, and equipment, with a view to the general improvement of education: and also to adopt a similar course with respect to workshops and all branches of training practised therein. It would have at the central office of the bureau a permanent exhibit of all educational and trade appliances used in the training and employment of the blind. It advocates, amongst other things, the publication by the organ of the Central Bureau of periodical reports as to the state of trade at the various Institutions, with particulars as to surplus stock, goods required, vacancies on staff and for blind workers, and any other information likely to be of mutual benefit, and considers the bureau a possible medium to enable Institutions to combine for the purchase of certain commonly used materials from the first source of supply.

The bureau is also invited to organise movements for the establishment of workshops for the blind, industrial and cottage homes for blind women, and after-care committees in localities not already so provided; to assist in the difficult problem of finding board and lodging for young

blind people during the period in which they are learning a trade, and are as yet unable to support themselves; to have one or more expert blind workers as a "missionary deputation" available to be sent to districts in which young Institutions are trying to make their way, for the purpose of arousing enthusiasm, and teaching committees of workers, willing indeed, but as yet without adequate experience of the needs and requirements of the blind.

Other matters with which it is thought the bureau might deal with advantage are the questions of "A Uniform Plan of Keeping and Publishing Accounts," "The Supply of Teachers," "Co-operation with the Health Authorities in the Prevention of Blindness," and "Uniform Rate of Wages and Price of Goods made by the Blind."

Class C. Asks the Central Bureau to go still further and actually engage in trade. It would have the bureau purchase raw material, and so lessen the cost to Institutions and blind workers; and also receive and arrange a market for the sale of goods made by the blind at the various Institutions which happen to be in excess of the demand for such articles in the locality of their manufacture, care being taken to avoid at the warehouse of the bureau an accumulation of articles which might be unsaleable. One correspondent would like the Central Bureau to establish a sick, funeral, and pension fund for the blind.

ADVANTAGES TO BE DERIVED FROM A CENTRAL BUREAU.

If the work of the bureau is confined to that mentioned under Class A, benefit may be anticipated from

having a generally recognised centre for information as to the various Institutions and Societies existing for the blind; the fees and other requirements of admission; the conditions attached to the pension societies; the occupation and trades practised by the blind, especially any new ones that may be adopted, and other cognate questions.

In this connection, however, we have many reminders that much of the information on these subjects is to a large extent already obtainable from the various guides to charities, especially the "Charities Register and Digest," published by the Charity Organisation Society, and revised annually, and also from the pamphlet, "Information with regard to Institutions, Societies, and Classes for the Blind in England and Wales," published under the authority of Gardner's Trust.

It is also suggested in the same connection that the annual reports of the various Institutions and Societies might supply much of the information required, and that the information already contained in these annual reports might be supplemented in future issues by the addition of details on any matters this Conference may recommend.

If, however, the bureau's work is widened to meet the suggestions of Class B, we may anticipate benefits from its action in—

A more complete knowledge of the condition of the blind of the country, which ought to be of the greatest use in determining the direction in which future efforts on their behalf ought to be turned.

Less overlapping and increased efficiency in the present work as the result of combination and co-operation, *e.g.*, by circulating without loss of time reliable information as to improved methods, fresh inventions, new industries and processes, and all suggestions calculated to be of use in any department of the work for the blind.

The better administration of the existing Education Acts for the blind.

More employment and larger profits from better methods.

The provision of additional workshops and industrial and other homes.

Increased public interest in the welfare of the blind, and an amelioration of their domestic and social condition.

The advantages from the opinions of Class C are to be found in the improved position in which Institutions would stand as regards trade owing to more favourable terms of buying material, to which would be joined an absence of anxiety as to the disposal of all surplus wares.

DISADVANTAGES.

With reference to the possibility of disadvantages arising from the establishment of a Central Bureau and National Register, the majority of our correspondents apparently anticipate no disadvantage, but some replies expressly add that this statement is made only on the condition that the bureau is to be considered simply as a centre for reference. For the rest we are reminded of the possibility of the information supplied to the bureau being used in the furtherance of objects for which it was not intended. Considerable apprehension is again expressed as to the cost of establishing and administering the bureau. A warning is given as to the extreme difficulty likely to be met in securing for the register the accuracy, without which its use would be misleading and possibly harmful. Objection is also made that the bureau would cause a waste of time in making reports and furnishing details, and also that money which otherwise might go direct to the blind would be spent on offices, officials, and red tape work.

WHO SHALL TAKE UP THE WORK OF THE BUREAU?

With reference to this important point a few replies favour the creation of an entirely new organisation as being independent and not identified, as some of the existing organisations may be thought to be, with one or more particular branches of the work for the blind; but the great majority of my correspondents are opposed to the formation of any new organisation, and are of opinion that the work of the bureau should be entrusted to one of the existing organisations. The British and Foreign Blind Association, and the School for the Blind, Leatherhead, are both named in this connection, but nearly all the replies name Gardner's Trust as the suggested organisation.

The following reply briefly summarises the preponderance of opinion on this subject:—"Am in favour of the work being carried on by Gardner's Trust, which naturally and automatically now receives an immense store of information which might in the future be increased and further utilised with very little extra expense; and, as Gardner's Trust is only able to deal with England and Wales, perhaps the Scotch and Irish Institutions and Organisations could respectively arrange for one of their number to receive and collate information for the use of Scotland and Ireland."

I hope I may be pardoned for mentioning incidentally at this point the evident warm appreciation on the part of my correspondents of the extremely valuable work which is being done for the blind by Gardner's Trust, and of the ability and courtesy which so largely characterise the work of its secretary.

Before leaving this point it would be well to remember the statement made at the London Conference of 1902 by Mr. W. S. Seton-Karr, that Gardner's Trust works under rules laid down by the Court of Chancery, with so much money allotted to various departments, and that

this allotment of funds cannot be altered without the express permission of the Court of Chancery.

THE CONSTITUTION OF THE GOVERNING BODY, THE NATURE AND EXTENT OF ITS AUTHORITY.

The following six replies are typical of the various opinions expressed on this subject:—

1. "If the bureau be a newly created organisation, the governing body should consist of one representative from every society which subscribes towards the necessary expense of the upkeep, with power to co-opt two or three experts; and, if this body be too large, an executive committee might be elected out of it. But, if the work be taken up by an existing society, such society ought to have a large voice in the management. The governing body should be empowered to elect and dismiss officials, give general directions as to the scope and management of the bureau, &c., and should be responsible for the expenses incurred by the bureau, but the manager or secretary should have large discretionary powers in carrying out the scheme."
2. "Every Institution which is willing to support and heartily co-operate with the bureau should have direct representation, and from such central body of representatives an executive council might be elected to prepare a scheme and to make recommendations as to the work to be done, leaving the whole body of representatives to determine the definite order in which the various sections of the work shall be dealt with. At first the nature of the bureau's work might be largely to give advice, to convey information, to make recommendations, &c.; but, as its operations become more widely known,

its influence would gradually increase, and eventually its authority would become generally recognised."

3. "The committee or governing body should be nominated and voted for by the blind and any one officially interested in their welfare, and should include the most experienced heads of Institutions and individuals who have made a success of their profession or business. If such a committee of management could be taken over and financed by Gardner's Trust, with Mr. Henry Wilson as secretary, I think Institutions and the blind in general would be very largely benefited."
4. "The governing body should consist of the British and Foreign Blind Association, with representatives from the various associated Institutions and outdoor societies, and the power of this governing body should be absolute."
5. "Governing body should be appointed by duly accredited representatives assembled at such a Conference as the Edinburgh one, a nominal subscription from the organisation represented being necessary for a voting qualification. Representatives of all departments of work among the blind should be on the governing body. This body should have no administrative powers, its functions being to collect information and shape opinions."
6. "Governing body should be the committee of such existing organisation as may be induced to undertake the work of the bureau, assisted by a small number of experts elected from representatives of Institutions and societies which decide to support the work of the bureau. The bureau should be merely advisory in its work, and not possess compulsory powers."

FINANCIAL PROVISION FOR ESTABLISHING AND ADMINISTERING THE BUREAU.

It is very evident from the information received that the present opinion of those interested in the blind of this country is decidedly in favour of the work of the bureau being undertaken by one of the existing organisations. If this can be arranged, and it is presumed that every effort will be made to successfully do so, the initial cost of establishing a bureau need not be large, while the cost of administering the bureau will naturally depend upon the amount and nature of the work it takes in hand. The principal suggestions for meeting this initial outlay, and also the annual expense of administration, are by special appeals for grants to the various large corporations and trusts: by donations and subscriptions from the Institutions and Organisations who hope to use and profit by the bureau; and by help from the many individual friends of the blind. A suggestion is also made that a tentative scheme be drawn up in some detail for a three or five years' period of work, with a statement of the probable cost involved, and that provision be made for carrying this scheme into effect by the means stated above in the hope that the bureau's work may be proved to be of such national value as to be taken over and administered by one of the departments of the State.

It is only right to add that certain correspondents, although quite approving of the idea of a Central Bureau, anticipate such difficulties on the question of finance that they deprecate the formation of any such organisation unless entirely undertaken by Government or by one or other of the wealthy trusts for the blind.

MISCELLANEOUS SUGGESTIONS.

A point strongly emphasised by some correspondents in their miscellaneous suggestions is the desire to have a monthly journal of work amongst the blind, as a means of

increased intercommunication, especially with regard to trade matters, and the opinion is also expressed that a profit might result from the advertisements inserted in this journal, which profit could be devoted to the work of the bureau. A similar suggestion urges that much more use in the same direction of intercommunication might be made of the *The Blind*, now published quarterly under the authority of Gardner's Trust.

CONCLUSION.

We have now come to the conclusion of the consideration of information received, and the compiler regrets that the exposition of the opinions of those who have so kindly given their valuable help has not been more complete and comprehensive.

Striking a mean between the two great truths that "High realities require high ideals," and yet "That a scheme, however good it may be in itself, is only worth what can be got out of it," perhaps the members of the Conference will allow the compiler to suggest for consideration and acceptance the following simple conclusions as containing at least the elementary principles necessary to launch this scheme of a Central Bureau into practical existence:—

1. A Central Bureau will be of great help in the work carried on for the blind, and ought therefore to be brought into existence with as little delay as possible.
2. The nucleus of a National Register of the Blind may be formed by the compilation of uniform local registers, which ought to be drawn up in all districts not already possessing such records.
3. The formation by the Conference of a committee empowered to approach one or more of the existing organisations for the blind to be decided upon by the Conference with a view to arranging for

the taking up of the work of a bureau as a recognised centre for reference and such united action as may be found possible; and, if these preliminaries can be successfully negotiated, the drawing up of a scheme by the committee appointed by the Conference and the committee of the organisation concerned, with details as to the composition, constitution, and work of the proposed bureau, with estimated cost of foundation and annual administration, this scheme to be submitted to the various Trusts, Institutions, Organisations, and friends of the blind, with an appeal for their co-operation and financial aid; and, if in the opinion of the committee, an adequate assurance of help is forthcoming, the authorisation of the committee to take the necessary steps for establishing "A Central Bureau for the Blind."

It is the compiler's wish to conclude this paper by quoting the words of Mr. William Harris, spoken on this very subject at the London Conference of 1902—"I hope now that we shall complete some plan and commence business"—and he earnestly trusts that the Conference of 1905 may gladden the heart of this great friend of the blind by at last completing, in some degree at least, the plan advocated by him through so many years, and thereby turning into actual fact the hope expressed at the Conference of 1902.

DISCUSSION.

The CHAIRMAN (Sir Andrew Mure)—This paper requires very careful consideration. May I say that in every country of Europe, except Great Britain, there is a system under which the Government takes up the whole of this matter, and manages it, and gives it a certain amount of aid? Now, it does seem to me that that point is rather avoided in the paper we have

heard. It comes in at the end as a thing which the Committee of the Conference or the Committee who have established the bureau and the national register may then take up. Why not begin at the beginning and make inquiries as to what takes place in France, Germany, Spain, Italy, Russia, and the other nations of Europe, and endeavour to establish a system on the same basis as in these countries under the Government?

Mr. F. J. MUNBY (York)—Some of us have been attending Conferences for thirty years, on the Continent as well as in England, and this is a subject which it was decided years and years ago ought to be attended to and put into practical operation. I find that the last words I spoke on this subject in London three years ago, following the words of Mr. Harris, were that I sincerely hoped that one result of that Conference would be the establishment of a Central Bureau. You will find on page 218 of the Report of the last Conference what Mr. Harris said, and what I once more cordially endorse. I find that all I can do in these matters, after many years' association with the blind, is to try and make a clear course for those better able than myself to carry on this work. In 1883 my friend Mr. Buckle and I made a clear course for you all at York, and something came of it. Our being here to-day is one of the results. There is no doubt that a bureau, as has been described, ought to be established, and I am prepared to propose that we adopt the suggestions which Mr. Norwood has put before us in his paper. At Copenhagen we met a lady very much interested in training the deaf blind, and she told us how she had been to Boston, at the request and the expense of Queen Christina, who is very kind to that class of people. Kings and queens are proud to take their share in the work you are doing. I have in my hand a letter from another queen, the Queen of Bulgaria, which she wrote to the *Daily Graphic* on 24th May last. In that letter she calls attention to an invention in connection with the printing of Braille. Most of you know that Dr. Eicholz has taken in hand the question of tactile sensibility. There is in this exhibition an invention of our schoolmaster, Mr. Hobbah, which tests sensibility. I think it would be a good thing for you to make inquiry into its merits. I mention such things because I suggest that, on the value of inventions, of which there are many, the bureau, which I hope will be formed, should be able to give an authoritative opinion. It would save your time and money, because, if you heard that a certain invention had passed the bureau, you could safely try it in the interests of the blind. I would ask you to remember that we in this room, forming this Conference, have no constitution: we are a purely voluntary body, doing

our best in the interests of the blind, and trusting to the Spirit of God to guide us aright. If we work on those lines I think we shall find it better than leaning on the State, and far better than any amount of officialism. As I said three years ago, I hope that the bureau when it is formed will not be rigid in its formation. Let it get to work as soon as possible, and report to this Conference when it meets again. I do not wish to make any suggestions as to the Institutions in London which might be consulted on the subject. I am prepared to move that a committee be appointed to act on the lines that Mr. Norwood has suggested; but, lest I should seem to rush this proposition, I will not move that as a resolution at this moment.

Mr. H. W. P. PINE (Nottingham)—The letter of the Queen of Roumania to the *Daily Graphic* came under my notice. She spoke so strongly of the value of the machine for type-setting, and the account she gave was so interesting, and evidenced such kindly sympathy with the blind, that I ventured to write to Her Majesty, informing her of this Conference and exhibition of appliances, and sent her a programme of proceedings. I asked if she could make arrangements to send the machine to our exhibition. I am afraid that there has not been time for her to do so, but we may hear something about it later on.

Mr. WILLIAM MATHIE (Glasgow)—I wish to emphasise the necessity for getting this thing put into operation. There can be no thorough and satisfactory settlement of the various problems connected with the blind apart from complete data. We must have a collection of facts upon which we can properly work if our work is to be on right lines and to produce the best result. Perhaps you will allow me to make reference to what is our way of collecting information in connection with the work in Glasgow and the West of Scotland, and on which I think we have reason to congratulate ourselves. For forty years our society, extending over Glasgow and the surrounding counties, including considerably more than one-third of the blind in Scotland, has been able to get in connection with each individual blind person a mass of information which, if it were general over the kingdom, would instantly furnish such a pictorial representation of the circumstances and necessities of the blind as would go half-way towards solving most of our difficulties. I do not say that it will be easily or soon possible to have a universal register, but I think we should begin by collecting the information that we have. Each of us has printed reports and pamphlets of various kinds. Why should these not be focussed and made accessible? That is what we want in the way of a bureau—some means whereby we can get

to the heart of the blind world. I remember, a good many years ago, when I first met my colleagues in Scotland. We were a few bold spirits, and we thought we had better see each other in the flesh and learn what each was doing. We met in Perth, and from that date to this the work in Scotland has been consolidated and perfected, and the results have been such as to show that a common understanding and common action springing from adequate knowledge is the best way to go to work.

Mr. H. W. P. PINE (Nottingham)—Might I interpose for one moment to say that Lord Haddington, before leaving, made inquiry as to how the expenses of the Conference were being defrayed? I replied that they were being met by subscriptions to a special fund which has been raised for this Conference. His lordship has been good enough to place a cheque in my hands for £5 5s. towards the fund.

Mr. W. H. TATE (Bradford)—I had the honour of reading a paper on this subject at the last Conference in 1902. I have received expressions of opinion since then from different managers as to the feeling of those concerned in the management of Institutions, and there is a very great consensus of opinion in favour of the Central Bureau. You will remember that a few moments ago there was a strong desire to have a committee appointed to go into the subject of the better employment of the blind. Those who possess a copy of the paper read in 1902 will see that this was one of the duties to be taken in hand by the Central Bureau—in fact, it would become a standing grand committee, always at work for the benefit of the blind. I was sorry to note from Mr. Norwood's paper that some of his correspondents thought the idea was too much in the clouds. I am of opinion that it can be brought down to the earth and made to work at once. In connection with the railway companies of the country such an organisation is already established in London. Each railway company sends a representative to the railway clearing house, London, once a month to discuss questions bearing upon the general management of railways. If, for instance, the Committee of this Conference desires that members should travel to and from Edinburgh at a fare and a quarter, it cannot simply approach one railway company and get the concession. The matter must first be discussed at the clearing house. There you have a Central Bureau in active operation. At the last Conference this question of a register was also referred to. When I got home I set to work and prepared a register of the blind in the city of Bradford. Shortly afterwards the City Council decided to make an investigation into the condition of the blind, and in consequence there

is in tabular form the record of the three hundred blind persons comprising the blind of the city.

Mr. JAMES TOWNSON (Accrington)—I agree with everything that has been said by the last two speakers. With regard to the suggestion made by Mr. Tate, I may say that thirty years ago we began to look up the blind, and we are a centre of certain towns in the district. We formed a society, in which information is focussed, and if any one wants to know about the blind we hear about it. Now, that is quite possible in the larger part of the United Kingdom. I think the matter ought to be dealt with by a practical committee. That admirable paper, *Information*, published by the Gardner Trust, should be more known, and what has been begun there should be increased, not only in that particular department, but widened so as to deal with every subject pertaining to the blind.

Mr. W. H. DIXSON (Oxford)—Two organisations have to some extent been concerned in bureau work. The British and Foreign Blind Association was established for that very purpose, but owing to various circumstances, which I cannot discuss in a public place, a great deal of the work which ought to have been done by that Association had to be done by Gardner's Trust for the Blind. It was a case of Gardner's Trust taking on itself to do the work; there was no one else to do it, and they were obliged to do it. But within recent years various changes have taken place in the management of the British and Foreign Blind Association, and they are able to do and are doing this bureau work. They are finding out, for instance, all that is being done with regard to inventions pertaining to printing for the blind, writing materials, and so forth. We ought not in this Conference to do anything which would seem to snatch the credit out of their hands. On the other hand, we cannot deny the work which at the same time is also being done by the Gardner Trust. I would suggest that representatives of the Gardner Trust for the Blind and of the British and Foreign Blind Association should be asked to confer on the subject, and to tell the general public which part of the bureau work they consider should be done by the Gardner Trust and which should be done by the British and Foreign Blind Association. I believe that that would solve the difficulty to a great extent.

The Rev. A. TANSEY (Market Rasen)—My sight failed me nearly three and a half years ago. About two years ago, after having done a little Braille work, I felt I could venture to reply in reference to advertisements for curates. During this period I have written over 200 letters, and I am sorry to say that 90 per cent. have had no reply. Had this bureau been in existence my pocket would have been saved. The paper

we had this morning was advocating the better employment of the blind. I am one of the unemployed, and I trust we shall not separate without passing a strong resolution that this Committee shall come into existence and have an opportunity of proving its worth.

Mr. H. J. WILSON (London)—I am sorry, indeed, if, on this occasion, I should appear rather as a wet blanket, especially after hearing the very able and exhaustive paper by Mr. Norwood. But talk of William Whiteley as Universal Provider! He is out of it altogether if you consider what has been suggested in the paper. The question of a Central Bureau is under the consideration of the Committee of Gardner's Trust, and as this is so, you cannot expect me to make more than a few general remarks. It will be discussed very fully at our next meeting in July. I shall only say this, that there are several difficulties in acceding to the proposal of those who answered Mr. Norwood's questions to the effect that a Central Bureau should be organised by the Trust. The Committee of the Trust are appointed for a definite purpose, namely, to administer a large trust. (I say "large," but I wish it were much larger, because £10,000 a year goes a very little way.) The Committee must administer the fund in accordance with regulations laid down by the Court of Chancery. This work alone taxes all my energies, and it would be impossible to take on more. The answer I sent to Mr. Norwood's inquiry as to the necessity for a national bureau was, "I am not convinced as to the pressing need of a national bureau, when taking into consideration the various agencies already existing where information can be obtained." In regard to the need of a national register, I said "No. Theoretically the idea is excellent, for any useful purpose it is well nigh impracticable." Is there any other community besides that of the blind that has a Central Bureau? I know of none. The railway clearing house has been referred to, but that cannot be compared with this proposed bureau. Then, again, I would like to ask, is there any information that cannot be supplied by applying to one of the existing Institutions or societies? I should like the duties of the bureau to be more accurately defined, because if it is to secure Government contracts and such things, I want to know where we are to stop. The Gardner Trust in 1884 sent out letters to 33 Institutions on this very subject, and the great majority of replies were against such a scheme. One of the strongest letters against it was from the late Mr. Buckle, whose name has been mentioned to-day. I need not say very much more, but I want to emphasise this fact, that readiness to afford information is very different from organising

a bureau to which persons would have a positive right to apply or communicating formally in regard to Government contracts. Why, a new and separate department would be absolutely required in connection with the Gardner Trust; the work could not be attempted in the present offices. I should like to know whether Mr. Norwood has formed any estimate as to the clerical staff required, office accommodation, and the cost of his scheme if carried out in its entirety. As regards the national register, it must be remembered that in the United Kingdom there are 32,823 blind people. Is it possible for any Central Bureau to keep in touch with all these cases? It is well known how constantly the blind are changing their residences. The Gardner Trust has only 225 pensioners, and yet there is scarcely a page, if any, in the register where the address has not been constantly changed. How can any one keep in touch with 33,000 people? I think it is absolutely impossible. But, on the other hand, I advocate that registers should be kept locally. This is admirably done in some places, and is a very different thing, indeed. If you want to make inquiries about a person in a certain district, then you can write to the secretary of the society who is in charge of that district. In conclusion, I wish to state that as the Gardner Trust has now been at work for over twenty-three years, naturally very much information has been collected, and I am always ready and pleased to place that information at the disposal of any philanthropic person interested in the blind.

The CHAIRMAN (Sir Andrew Mure)—Will you allow me to say a word in reference to the observations of the last speaker? The Gardner Trust, as I understand it, is entirely confined to England and Wales. It cannot be extended to anything that is to be done in Scotland or Ireland. Is that so?

Mr. W. H. TATE (Bradford)—Yes.

The CHAIRMAN—That must be kept in mind in reference to the remarks that have been made.

Mr. W. H. TATE—We are all agreed that the better employment of the blind is much to be desired. One of the first duties that the Central Bureau, when established, would necessarily undertake is the formation of an influential committee to approach the Government and secure from them orders for work which the blind people can do.

The CHAIRMAN—You would need a new Act of Parliament for that.

Mr. TATE—It is better to provide for the blind by giving them work than through poor relief.

Mr. NORWOOD (York)—In the paper which Mr. Pine has so kindly read for me I have not expressed any views of my own. I have tried to make the paper an expression of all the opinions received, but I do not identify myself with all the ideas put forward. I do, however, think that if we had some central organisation worked on modest lines as a centre for general reference, and acting with a little more initiative than the present organisations like to display, it would be a very real benefit to us in our work. Take the question of new educational appliances and methods, why should we have to wait until information reaches us through the visits of H.M.I., or until we visit the Institutions which have adopted these appliances or methods? Why should not all organisations for the blind be put into possession of useful information without loss of time? Then, again, there are areas in our country which are without sufficient provision for the care of the blind. At present it is nobody's definite duty to take the necessary steps towards remedying this. Could not this important work be undertaken by the bureau? Could not the bureau, without much expense, do something to stir up interest in the blind in such districts? We hear a good deal about State aid. As State aid comes to us in increasing volume let us receive it, but, in the meantime, let us continue voluntary effort. I think that, if the proposed scheme were tried, and if organisations in London, administered, as they are, with such marked ability, would take up this question of a Central Bureau, there would be a great benefit to the cause of the blind.

Mr. STAINSBY (Birmingham)—Seeing that Mr. Norwood has summed up, I am afraid I am rather out of order. I want to point out to Mr. Norwood that the field is practically covered by our home teaching societies. Miss Moon has reminded me that we have something like 80 such societies. The whole district round our city of Birmingham is well covered by our two visitors. If I had had time to read all my paper yesterday you would have been shown that the cases are so well sought out, both in the workhouse and out of it, that last year our two visitors discovered no less than fifty new cases. Most of those were aged people who had lost their sight, but there was a percentage of able-bodied men and women who were put on our list as applicants for work, and also a few children, who will be admitted into the Institution. I am afraid that the work of home teaching societies is being lost sight of very largely. I think that, if existing Institutions do not possess home teaching societies of their own they should affiliate with others that have such societies, and then I think the organisation would be pretty complete. Personally,

I agree with what Mr. Wilson has said. I do not wish to damp any one's ardour in this matter, but I do feel that the whole thing is quite unmanageable. I think that if existing organisations looked to it the case might be very nicely met.

Mr. NORWOOD (York)—May I make a personal explanation? I would not for anything be understood as wishing to deprecate the work that is being done by any society, but I assure Mr. Stainsby that, in spite of the work which the existing societies for the blind are doing, there are still localities that require much help, and which would receive some of this help from the establishment of a Central Bureau. I say this, having the fullest appreciation of all that is being done for the blind by the home visiting societies.

Mr. W. H. ILLINGWORTH (Manchester)—I did not intend to interrupt on this subject, but the remarks of Mr. Stainsby compel me to say a word. If the visiting societies of England were established on a similar footing to what they are on in Scotland there might be a great deal more in what Mr. Stainsby said, but, so far as I understand it, the outdoor visiting societies in England are self-contained, and take no action, the one with the other, and only on very few occasions do they compare notes. In Scotland it is pretty much one huge organisation, and notes are compared at an annual Conference. In England, however, the societies are separate and distinct. I know that there are several districts that are not provided for, because I have received letters from people in different parts of the country asking for information as to how to get Braille teaching, and so on, and when I have recommended them to apply to the home teaching society they have told me they have not one in the district.

Dr. RANGER (London)—As representing the British and Foreign Blind Association, may I say that we are entirely at the disposal of the blind in any possible direction and in any country? We exist as servants of the blind, and if any practical scheme is put before us, I am quite sure that, subject to the question of means, we are quite prepared to enter on any new departure in Scotland, England, Ireland, or abroad. In saying this, I must not, however, be held to be committing my Council.

Mr. H. W. P. PINE (Nottingham)—As showing in some slight degree the need of some central society or authority such as is sought to be established, I would point to the fact that this Conference has had to be organised and arranged by an independent Committee with no funds. Inasmuch as we have had to write to the different Institutions begging them to subscribe

to a central fund to pay the expenses of this Conference, this in itself shows, I think, that we need some kind of central body with which all the existing organisations might become connected.

Mr. MUNBY (York)—The resolution which I hold in my hand is "That a Committee be appointed by this Conference with authority to take the necessary steps for establishing a Central Bureau for the blind on the lines indicated in the concluding paragraph of Mr. Norwood's paper." We must be all loyal to the rules of the Conference, and one of the rules is that no resolution can be moved except by consent of, and by arrangement with, the General Committee of the Conference. The resolution I have read has not been before that Committee. With your permission, I shall postpone the submission of this resolution until Friday next.

Mr. W. H. TATE (Bradford)—Before we separate, I propose that we should tender our thanks to the Chairman of this afternoon's meeting.

The motion, which was seconded by Mr. Stott, Edinburgh, was carried unanimously.

VISIT TO THE EDINBURGH INSTITUTION AT WEST CRAIGMILLAR.

THE chairman and directors of the Royal Blind Asylum gave a reception to the members of the Conference and their friends in the Institution at West Craigmillar in the evening. They were received by the Rev. Thomas Burns, chairman, and a distinguished company of influential citizens. Mr. Burns said—I wish in a word to express on behalf of the Directors of this Institution that we offer members of the Conference and their friends a very hearty and cordial welcome to this place. We trust that this Conference will result in great good in many ways for the happiness and benefit of those in whom we are deeply interested. We hope that when you leave Edinburgh you will carry away with you many happy reminiscences of your visit, and trust you will soon come back again.

The members attending the reception were then photo-

graphed in front of the Institution, after which it was thrown open for their inspection.

Mr. HENRY J. WILSON said—As chairman of the Conference Committee, I beg leave to thank the Directors for kindly inviting us to this well-known and well-organised school for the blind, and for allowing us to go all over the buildings. We have enjoyed our visit immensely, and thank the Directors very much for the pleasure they have given us.

The members then partook of light refreshments, after which an interesting programme of music was rendered by the choir.

Thursday, 22nd June, 1905.

The members of the Conference journeyed from Edinburgh to Glasgow, and, on arrival at the Central Station, they were conveyed in brakes to the Royal Asylum for the Blind, Castle Street, where they were received in the hall of the Asylum by Mr. Robert Jameson on behalf of the managers of the Institution.

Mr. JAMIESON said—I regret very much to say that Sir James King, our chairman, is not able to come to-day, and he has asked me to apologise for his absence. It has fallen upon me, as deputy-chairman of the managers, to welcome you here to-day to see our Institution, which is one of the oldest in Great Britain. It is nearly a hundred years ago since it was founded by Mr. John Leech, of Glasgow, who left the sum of £5000 for the purpose. The work could not be carried on at once owing to difficulties of some sort, and it was not until 1825 that an Act of Parliament was obtained for the purpose of carrying out the ideas and wishes of the founder. The managers who were appointed under the Act at once proceeded to set about carrying out the original plan, and they purchased from the Town's Hospital a building and ground extending to about two acres for the purpose of carrying on the Institution. That ground, along with other ground, forms the site on which the present Institution now stands. In the year 1828, shortly after we were in full working order, the number of blind participating in the benefits of the Institution amounted only to 20, which is a great difference between the number now participating, 280. I may say that the Institution has, therefore, up to this date,

been a success, and has been most successfully managed. The great object of the Directors is not to furnish the blind people with work merely for the sake of employing them. They manufacture articles and sell them, so that the Institution benefits by the sale of the articles, which are sold at the market price. We don't undersell any of the shopkeepers or other manufacturers. One of the objects of the Asylum is to train the young blind in the educational department, and then bring them into the workshops to be taught a trade whereby in after-life when they get older they are able to earn wages sufficient to support themselves and those dependent upon them. Over £6000 was spent last year in wages and in the supporting and carrying on of the work in the industrial department. I am sorry that you should have come at this time of the year, because we are in a sort of transition state. The workshops are being transformed, and all the latest appliances being introduced. As for the educational department, unfortunately, we are in vacation just now, and you won't see the children. With these few remarks, I beg to welcome you to the Institution which has been raised to the dignity of the Royal Glasgow Asylum for the Blind. If any lady or gentleman would like to make any remark we should be glad to hear them.

Mr. HENRY J. WILSON—Ladies and gentlemen, you have heard the very kind words of welcome from the deputy-chairman of the managers of this Institution, and I feel sure that I am only voicing the feelings of all present when I return to him and the other managers our most hearty thanks for the kind welcome they have given us here to-day, not only for the welcome, but for the interesting account which he has given of this great Institution. I say "great Institution," because, although I have never had the pleasure of being here before, yet I have often heard of the Glasgow Institution. Not only is it known throughout the United Kingdom, but throughout the length and breadth of the whole world. It is an Institution which we know does a most valuable work in employing those who are anxious and ready to work, and in giving good wages for thorough work well done. The deputy-chairman has referred to the transition stage of the Institution, but, on looking round this room, it seems to me that if everything is carried out in the same style it will be a model and perfect Institution. It would be difficult to find any room better than this, either as regards sound, light, or decorative beauty. It is equipped with electric light and everything necessary. I won't detain you any longer, but on behalf of the members of the Conference I tender you, Mr. Chairman, our most hearty thanks for the kind reception you have given us.

The Rev. ST. CLARE HILL (Leatherhead)—I rise to second this vote of thanks, which, I am sure, requires no support after being put in such an excellent manner by Mr. Wilson. I should like to say personally that the entertainment which we have already received by way of welcome is only a sample of the excellent welcome we have received ever since we have stepped across the Border. I do not think anything could possibly exceed the full-heartedness of the welcome, and nothing could be better than the excellent arrangements that have been made all the time we have been in Scotland. I am perfectly certain we shall enjoy ourselves to-day as much as we can under these excellent arrangements. I beg to second the vote of thanks.

Mr. JAMIESON—I beg to thank you very much on behalf of myself and my co-managers for the thanks you have accorded.

Mr. HENRY J. WILSON—I hope what I have said won't deter any lady or gentleman from making any remarks.

The members then visited the various workshops and exhibition of work.

Mr. PINE (Nottingham)—I think, ladies and gentlemen, before we leave this building, after the very enjoyable time we have had, and the kind way in which we have been received, we should not like to take our departure without thanking the matron, Miss Jollie, and the superintendent, Mr. Stoddart, for all the kind arrangements they have made, and the trouble to which they have been put in receiving us here to-day. You must have observed from the state in which you found these great buildings that there is a good deal to do before they are finished, and we must all realise the difficulty with which we have been received here. Having had previous opportunities of seeing all the Scotch Institutions, I was very desirous myself that this Conference should be held in Scotland, for I felt that it would be a great object-lesson to us connected with the English Institutions and their smaller industries to see the very extensive character of the industries carried on by the Scotch Institutions, first and foremost among which stands this great Institution of Glasgow. I was here eighteen months ago along with our architect to make an inspection, with the view of our putting up some buildings in Nottingham. I felt then that it would be an excellent plan to hold a Conference in Scotland, and arrange for the members to pay a visit here, and I think it has been a revelation to most of us. I know of no Institution in the world which is on such a magnificent scale of industry as this one. I have the heartiest pleasure in asking you to pass a vote of thanks to the superintendent, Mr.

Stoddart, and the matron, Miss Jollie, for all the trouble they have taken under much difficulty in our behalf.

Dr. RANGER (London)—I have been asked to second this resolution, and I accept the invitation with the very deepest sense of the importance of the great work which has been, and is still being carried on in this building. To me it is nothing short of a pure revelation. I had no knowledge that such a workshop was in the United Kingdom anywhere, and that there were so many diverse forms under which the blind could be kept employed, and with such truly wonderful results. I beg to second the resolution, and that with the greatest pleasure.

Mr. W. H. DIXSON (Oxford)—I should like to include in this resolution a vote of thanks to the workers for their great courtesy in telling us everything that we wanted to know. I went up to one and asked, "How do you do this? I am a blind man," and he took my hand and said, "This is the way you do it," and he showed me everything there was to be done. I should like you, Mr. Stoddart and Miss Jollie, to tell the workers of this Institution that in extending their courtesy and their willingness to show their visitors, and specially the blind visitors, how they do their work, they are not merely showing how satisfactory it is, but they are helping to make it at least as satisfactory in other places as it is in Glasgow.

On the resolution being put to the meeting, it was unanimously carried.

Mr. STODDART—On behalf of Miss Jollie, myself, and the workers, I have to very cordially thank you for all the kind things you have said regarding this Institution. I am sure it has been a great pleasure to us, indeed, to entertain you. I am very sorry we are in such an imperfect condition, but I hope we may have the pleasure of seeing you back again to see our educational establishment in full working order.

The members of the Conference then visited the Cathedral, and afterwards drove to the Municipal Buildings, where they were received by Sir John Ure Primrose, Lord Provost of Glasgow.

Bailie FINLAY—We are very pleased to see you in this old city of St. Mungo, and I have great pleasure in introducing to you Sir John Ure Primrose, who wishes to say something to you.

The LORD PROVOST (Sir John Ure Primrose)—I welcome you to our Municipal Buildings, not old historically, but symbolising the Corporation that has existed for centuries, and on the walls you will find in symbolical portrayal the history of Glasgow. I know that the object of your efforts is to bring joy and even light to those whom I saw yesterday described as working in darkness, and any effort of brotherhood or sisterhood that can brighten the lives of the afflicted ones is in very truth God's own. It is delightful to think that, though deprived of the avenues of sight, the blind participate in all the beauty of earth and sky, and that there is given to you by the aid of science contact with the outer world, a knowledge of everything that passes, participation in many of the joys and interests of life, which fifty years ago would not have been thought possible. That is one of the compensations, and in the giving of that compensation there is a delightful work, and I believe in their inner consciences a supreme reward is given to those who make further progress in this direction. We have an Institution in our city which compares favourably and creditably with any organisation for a similar purpose that I know of. I feel that in those interested in such alleviating Institutions gathering together and exchanging knowledge and comparing results a great deal is made for a solidarity of movement that will belong to every line of experimental inquiry that has been tried and proved successful in one case, and make what may be for a time local knowledge, knowledge universal. I do not know, ladies and gentlemen, that I have more to say than to hope that you will have a very happy time so long as you sojourn in our good city. In any respect in which you can be aided in that, my colleague and fellow-magistrate, Bailie Finlay, will lend you all assistance. When you come to sum up the result of the exchange of views, many of you will go home more than ever convinced that in bonnie Scotland, as well as in fair England, there are loyal and true hearts, who regard it as one of the best possessions of their lives that the care for the suffering, the afflicted, and those lying under disability, that the relief of that disability and the endeavour to give them compensation is, after all, one of the finest and most humane works in which men and women can engage.

MR. HENRY J. WILSON (London)—Ladies and gentlemen, on your behalf it gives me much pleasure to thank the Lord Provost, not only for the very sympathetic words which he has uttered, but for his kind reception of us. I think none of us will ever forget the city of Glasgow after seeing the excellent work carried on in the Institution we have just left. It was, no

doubt, a revelation to all of us. We thank you very heartily indeed for the cordial reception you have given us in these most magnificent Municipal Buildings.

The LORD PROVOST (Sir John Ure Primrose)—I thank you for the recognition of the very agreeable, though slight, service that I have rendered to you.

Friday, 23rd June, 1905.

Forenoon Session.

The chair was occupied by Sir William Turner, K.C.B., Principal of Edinburgh University.

The CHAIRMAN (Sir William Turner)—I have been asked to take the chair at the meeting of Conference this morning, and I have had much pleasure in complying with the request made to me by the officials of the Conference. It is right that on an important educational occasion such as the present the University should show its sympathy with the movement in which you are all interested. For the information of those who are not residents in this city, I may say that, by Royal Charter, the University appoints a representative on the Board of Management of the Blind Asylum in Edinburgh, and my colleague, Professor Seth, who represents the University on that board, is, I know, a very valued member of it. Two very important papers are to be read this morning, and from the nature of the subjects I have no doubt that we shall have admirable papers from Mr. Wilson and Mr. Frew Bryden, and an interesting discussion on them. I now call upon Mr. Wilson to read his paper on "The Problem of the Defective Blind and its Best Solution, with special reference to the Report issued by the Committee appointed at the last Conference."

**THE PROBLEM OF THE "DEFECTIVE" BLIND AND
ITS BEST SOLUTION, WITH SPECIAL REFERENCE
TO THE REPORT ISSUED BY THE COMMITTEE
APPOINTED AT THE LAST CONFERENCE.**

By Mr. HENRY J. WILSON, Secretary of Gardner's Trust for the
Blind, London.

AT the Conference on matters referring to the blind, held in London in 1902 under the auspices of Gardner's Trust for the Blind, a Committee was appointed to consider what steps should be taken to secure that sufficient provision be made for defective blind children, and the General Conference Committee have requested me to place before the Conference to-day a paper giving the essence of the report on defective blind children, drawn up by the appointed Committee, and printed *in extenso* in *The Blind* of 20th April, 1903, together with the individual opinions of those who have had practical experience in dealing with such unfortunate children, and any other information obtainable on this engrossing subject: in fact, collaborated information rather than personal opinion.

The paper, therefore, is the product, so to speak, of excerpts from the brain cells of others, and not of originality on my part. It seems almost presumptuous and unnecessary for me to draw up a statement on this most important, but very difficult, subject, when the ground has been so fully and well covered in the excellent report issued two years ago, and when there is a Royal Commission in session on the question of the feeble-minded, amongst whom presumably will be included those who are blind as well as those who have sight. My

endeavour will be to bring up to date any new facts, and to place before the Conference the latest views on the subject as expressed by experts.

First as to the report. In dealing with this subject, I think we shall all agree with the definition of the terms "defective" and "blind" in regard to children as accepted by the Committee, viz., the word "defective" applies to—

"Children not being imbecile, and not being merely dull or backward, who, by reason of mental or physical defects, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable, by reason of such defect, of receiving benefit in special classes or schools"—(Elementary Education (Defective Children) Act, 1899, 62 & 63 Vict. cap. 32)—and the word "blind" in accordance with the Elementary Education (Blind and Deaf Children) Act, 1893, 56 & 57 Vict. cap. 42, as "Too blind to read the ordinary school books used by children."

After giving these definitions, the Committee add—

"Yet, after all, the word 'defective' must remain rather vague. To ensure that it is not used in too vague a sense administratively, the Committee suggest that no children be sent to an Institution for defective blind children until after they have attended a special class or school for the blind, and have been certified by the teacher and the medical officer as unsuitable for education at such classes or schools.

"As in the case of other defective children, a double problem has to be considered—the education of the child up to sixteen, while it is still under the control of the education authorities, and after sixteen, when, unless some special provision is made, or there is a good home where special care will be devoted to the child, the good results of the education up to that period may be lost or frustrated.

“ UP TO SIXTEEN.

“ The Committee are unable to submit more than an approximate estimate of the number of defective blind children under the age of sixteen. So far as they can ascertain, of 223 blind children on the rolls of the London School Board, 20—11 boys and 9 girls—or it is estimated not more than 10 per cent., are defective. Perhaps in the whole country there are as many as 160 defective blind children.

“ By the Act of 1893 the school authority has to make efficient and suitable provision for the education of blind children up to the age of sixteen, and for this purpose they may establish or acquire and maintain a school, certified for the purpose by the Board of Education, or they may contribute to such a school under conditions approved by the Board of Education, and arrange for boarding out any blind or deaf child in a home conveniently near to the certified school where the child is receiving elementary education. The Act of 1899 makes similar provision for defective children.

“ For defective blind children (who may be said to come under both these Acts) no provision has yet been made. Their number is comparatively few, and they are scattered. Only in a large population, such as that within the area of the school authority in the metropolis, is it possible for one such authority to maintain a home for these children alone. Hence, if the need is to be met for the country at large, special provision will have to be made on behalf of the school authorities generally, and by association between them.”

Since the above report was issued, special provision has been made for “ defective ” blind children by the London County Council.

After giving the evidence collected from the Committees of Management of several Institutions for the blind, the report continues—

“ It will be seen from the above statements that there

is much division of opinion on the question whether or not a separate Institution should be established for these children; but, considering the peculiar difficulties of these cases, and the hardship that at present arises from the want of provision for them, the Committee are of opinion that, in spite of the great care bestowed on this class in those Institutions for the blind, in which they are now sometimes admitted, there is at the present time great need for the creation of a special Institution for defective blind children available for school authorities throughout England and Wales.

“ While in the metropolis, and possibly some of the county or borough areas, in which there is a large population, the local authority may find it convenient to make their own arrangements for this class, yet for the country at large one or more special homes for them would be of the greatest service.

“ AFTER THE AGE OF SIXTEEN.

“ Before concluding this report the Committee desire to submit some of the difficulties connected with the cognate question—the care of the defective blind after the age of sixteen. It is not too much to say that at the present time there is no legislative provision for this class, except in so far as the Metropolitan Asylums Board may deal with them within the metropolitan area, as sick, insane, or infirm, or other class or classes of the poor chargeable in unions or parishes in the metropolis. But no accommodation for them has been especially provided either for London or elsewhere. At present these defective blind persons have no alternative but to remain sometimes greatly neglected in the homes of their parents or relatives, or with any one who will take care of them, or drift into the workhouse.

“ The Committee are of opinion that provision should be made at the charge of the county or borough for the

permanent care of the defective blind persons over the age of sixteen, and that such persons should not be provided for as paupers under the Poor Law Act and its amending Acts.

“The Committee are also of opinion that, as suggested by the General Institution for the Blind at Birmingham, the provision made for defective blind children should be linked to the permanent provision, whatever it may be, that is made for defective blind persons after the age of sixteen.

“The Committee believe that the most suitable method for providing for the defective blind before and after school age would be to secure for their use an estate sufficiently large to allow of the erection, as the demand for accommodation may necessitate, of comparatively small houses, to contain ten or twelve inmates each. On this plan, the inmate could be cared for and instructed and occupied both up to the age of sixteen and upwards. And they could from time to time be classified in school and permanent homes, as might be found most conducive to their wellbeing.

“In sum the Committee recommend—

“(1) That for defective blind children up to the age of sixteen, who are unsuitable for education in special classes or for admission to homes for the blind, special provision should be made for education and maintenance on the lines hereinafter suggested.

“That, to ensure that only children clearly suitable for treatment at an Institution as ‘defective’ be sent to them, it is desirable that all blind children considered to be defective, or likely to prove so, should first be sent to an ordinary school or class for the blind, and, after trial, should be certified by the teacher and the medical officer as unsuitable for retention in the school or class.

“(2) That as the number of these defective blind children is probably not large, powers should be given

to the county and borough school authorities to associate for the purpose of making this provision, and for the education and maintenance of children at the Institution or Institutions so provided.

“(3) That provision be made by county and borough councils for the care and maintenance of the defective blind after the age of sixteen.

“(4) That both for blind defective children or for blind defective adults provision should be made at a colony or settlement in the country, where, after the age of sixteen, the inmates can remain permanently.

“(5) That the charges for education and maintenance at the associated Institution or colony should be considered to come within the lines of the Acts 1893 and 1899, and payable by the education authorities, and that charges after the age of sixteen be payable by the county or borough councils.

“(6) That with a view to the carrying out of the other recommendations, the Committee further recommend—

“(a) That support be given to any proposal to the appointment of a Royal Commission to consider and report on the provision for the mentally defective, including in that class adult imbeciles and the feeble-minded as defective, but excluding lunatics; and that the need of further provision for defective blind children and adults be brought to the notice of such a Commission, if it be appointed.

“(b) That a petition embodying the above recommendations be drafted and circulated to schools and homes for the blind, in the hope that they will sign the petition, and that the questions discussed in the report may, with their assistance and approval, be submitted with greater weight of authority to the Board of Education and the Home Office.

“(c) That the Committee be authorised to take these and other steps to give effect to the recommendations of their report.”

This concludes the report drawn up by the Committee appointed at the last Conference, and I venture to think that, although information for this paper has been sought and obtained from more numerous sources and from those farther afield, and although a special residential school for "defective" blind boys has been subsequently established under the London County Council, little of interest and importance can be added to the report, and the decisions there arrived at will probably be still endorsed to-day. However, it is always well to be continually testing conclusions by fresh knowledge, and therefore I now give the most recent opinions of experts interested in this difficult problem, and I wish to tender my warmest thanks to all those who have kindly replied to my paper of questions and have given me valuable assistance.

Question 1.—How many "defective" children are there in your school—(a) mentally, and (b) physically?

IN THE INSTITUTIONS AT—

	A.	B.	A. & B.	Total.
1. Birmingham, - - -	6	14	3	23
2. Brighton (Barelay Home),	3	5	...	8
3. Bristol, - - -	3	2	...	5
4. Dundee, - - -	None at present.			
5. Edinburgh, - - -	3	1	...	4
6. Exeter, - - -	2	4	...	6
7. Leatherhead, - -	14	3	...	17
8. Liverpool, - - -	4	4	...	8
9. London (St. John's Wood),		None.		
10. London (Royal Normal College), - - -	6	...	...	6
11. Manchester (Henshaw's),	None seriously	...	Several slightly	...
12. Newcastle-on-Tyne, -	8	2	4	14
13. Preston, - - -	None at present.			
14. Sheffield, - - -	2	...	...	2
15. Southsea, - - -	3	1	...	4
16. Swansea, - - -		None.		
17. York, - - -	1	1	2	4
Totals, -	55	37	9	101

EDUCATION AUTHORITIES.

	A.	B.	A. & B.	Total.
Bradford, - - - -	4	1	1	6
Burnley, - - - -		None.		
Cardiff, - - - -	...	1	...	1
Leeds, - - - -	5	3	...	8
London, - - - -	35	...	...	35
Newport, - - - -	1	...	...	1
Norwich, - - - -		No returns.		
Nottingham, - - - -	5	2	...	7
Oldham, - - - -		None.		
South Shields, - - - -		School discontinued.		
Stoke-on-Trent, - - - -	4	2	2	8
Sunderland, - - - -		None.		
Totals, - - - -	54	9	3	66

Note.—The cases apparently vary from the extremely stupid to the borderland of idiocy.

Question 2.—*Are they taught in the same classes with the other children? If not, what provision is made for them?*

In the Institutions at—

1. Birmingham—The mentally defective children are taught in classes with the intelligent blind. A plan is being tried of allotting one “defective” blind child to each teacher, so as to facilitate individual tuition. It is obvious that even this method is not satisfactory.

2. Brighton (Barclay Home)—No; they are now divided, and receive individual teaching and care.

3. Bristol—Yes.

4. Dundee—We have given a few “defective” cases a very fair trial, but found it in most cases a hopeless task. For one reason we find it impossible to give that individual attention which is absolutely necessary. When we cannot keep them in school they are sent to an imbecile home.

5. Edinburgh—Yes.

6. Exeter—Yes.

7. Leatherhead—St. George’s being primarily a school

for teaching a handicraft, difficulty arises only in a very small degree. Handicraft being taught individually, the deficient is treated as a dull pupil, nothing more.

8. Liverpool—Yes, with exception of one young girl. She is the only girl, and is in the class with the younger children.

9. London (St. John's Wood)—None at school.

10. London (Normal College)—Arrangements are made to have them taught separately.

11. Manchester (Henshaw's)—Yes.

12. Newcastle-on-Tyne—Yes.

13. Preston—Yes.

14. Sheffield—Yes.

15. Southsea—Taught separately.

16. York—Our present defectives are all young, and are in the same class as the newly admitted children of normal capacity. If they continue with us, it will be advisable to have a distinct class for the "defectives" under a separate teacher, although not necessarily always the same teacher.

EDUCATION AUTHORITIES.

1. London—Provision has already been made for mentally defective boys at Stormont House, Downspark Road, N.E. This residential school is certified for twenty pupils; children who live near attend as day scholars.

This is, I believe, the first school of its kind. It was opened June, 1904. Separate provision for mentally defective girls is now under consideration.

2. Bradford—Yes, but not a desirable arrangement.

3. Burnley—There is no doubt whatever that physically and mentally defective children should be taught separately from the ordinary children, and in Burnley we have a separate system by which the teachers, in conjunction with H.M. Inspector and the medical officer, make regular inquiries at the ordinary schools and decide

which children are fit for transferring to the schools for defective children.

4. Cardiff—Yes.

5. Leeds—Yes.

6. Newport—Yes.

7. Norwich—No returns.

8. Nottingham—For some lessons. For counting, reading, and writing they are taken individually.

9. South Shields—Usually taught in a class by themselves.

10. Stoke-on-Trent—The mentally defective children are generally kept in a class by themselves. They are taught in special ways, and largely out of doors.

Question 3.—Is the presence of “defective” blind children in a school prejudicial to the other children?

Experts' Opinions.

1. Dr. F. J. Campbell, Principal of the Royal Normal College for the Blind—“Yes. The other children imitate their foolish mannerisms and repeat their silly expressions. Notwithstanding constant supervision and repeated correction, the other children deteriorate under their influence. As the mentally defectives require a different kind of training from normal children, if placed in classes with the latter either the ‘defectives’ or the rest of the class must be neglected.”

2. The Hon. Mrs. Campion, Chairman of the Committee of the Barclay Home for Blind Girls, Brighton—“Yes, distinctly.”

3. Major-General Chads, Hon. Secretary of the Hants and Isle of Wight School for the Blind, Southsea—“Their presence in the school is not prejudicial to the other children.”

4. Mr. C. M. Collingwood, Superintendent of the West of England Institution for the Blind, Exeter—“I should say ‘No.’ Blind children are less imitative than sighted children.”

5. Mr. Joseph Hall, Hon. Secretary of the Swansea and South Wales Institution for the Blind, Swansea—"I should say, certainly."

6. The Rev. St. Clare Hill, Principal of the School for the Blind, Leatherhead—"Unquestionably the presence of defective children in an ordinary school is prejudicial. It lowers the tone and standard of work."

7. Mr. W. H. Illingworth, Superintendent of Henshaw's Blind Asylum, Manchester—"Yes; whether the child is defective 'mentally' or 'physically' it demands a greater amount of individual attention than a child of normal physique and intellect, and to that extent, of course, there is an undue demand on the time and energies of the teacher. Again, if the child be mentally defective, it frequently happens that the defect renders the child liable to be noisy and irritable, and thus it is apt to take the attention of the class off the lesson in hand. Should the defect be physical, however, similar restlessness and irritability may be noticeable, but, in addition to this, in many cases the services of the neighbouring child are called upon for assistance, and not infrequently the defective child is placed in charge of a normal child out of school hours, and whilst the moral training thus imposed upon the healthy child by such charge may be excellent, the general effect is bound to be prejudicial to its health and progress."

8. Mr. T. R. Jolly, Secretary of Homes for the Blind, Fulwood, Preston—"Decidedly so."

9. Rev. H. T. G. Kingdon, Superintendent of the Bristol School for the Blind—"Certainly."

10. Mr. W. Littlewood, Headmaster of the Liverpool School for the Blind (Wavertree Branch)—"Where there is a sufficient number to form a class, I consider it most desirable to do so. The younger children (normal ones) are very imitative, and soon acquire the peculiarities of the defectives. The defective children, as a rule, have no idea of obedience or discipline, and keep the class in a

state of disorder. I have had one child who absolutely prevented any work being done in the class for a whole week."

11. Mr. Colin Macdonald, Manager of the Institution for the Blind, Dundee—"Certainly not prejudicial. I think the very opposite is the case. Their weakness seems to bring out the better nature of a child, and they are ever ready and willing to help a more unfortunate brother or sister."

12. Mr. S. Maddocks, Superintendent of the Blind School, Broomhill, Sheffield—"Yes, undoubtedly."

13. Mr. A. B. Norwood, Superintendent of the Yorkshire School for the Blind—" 'Defective' children will often benefit very considerably from their intercourse with 'normal' children, and we find that the presence of 'defective' children in the school teaches the others to help those who are less fortunate than themselves; but, on the whole, there can be no hesitation, from experience here, in pronouncing the presence of 'defective' children as prejudicial to the rest.

"*Note.*—In this connection, however, I must mention the case of a boy, unmistakably 'defective,' who has improved in a remarkable manner through intercourse with our other pupils daily told off to teach this poor boy to walk and to talk."

14. Mr. W. Robertson, House Governor of the Royal Victoria School for the Blind, Newcastle-on-Tyne—"Certainly."

15. Mr. H. Stainsby, General Superintendent and Secretary of the General Institution for the Blind, Birmingham—"Yes; decidedly bad for the other children, mentally, morally, and physically. Children are very susceptible to the influences of their environment. The loose habits and unhealthy instincts of those whose minds are diseased have a continual detrimental influence on the others. Whilst the 'defectives' exercise a bad influence over the intelligent, the good influence of the latter is lost on the

former, because they cannot appreciate it or benefit by it. The weak-minded children are, moreover, often the butt of the others; this is very undesirable, especially in the case of epileptics. Another objection to mixing the mentally defective in classes with the intelligent is that discipline is greatly interfered with."

16. Mr. W. M. Stone, Headmaster of the Royal Blind School, Edinburgh—"It is not prejudicial as far as the cases we have at present are concerned. It would be prejudicial if the cases presented any repulsive features."

17. Captain G. G. Webber, R.N., Secretary of the London Society for Teaching the Blind—"Yes; the disease of mimicry is most strongly developed amongst the blind, and therefore any known defect is copied."

EDUCATION AUTHORITIES.

Personal Opinions of Officials.

1. London: Mr. B. P. Jones, Superintendent and Organiser of the Blind and Deaf Schools, London County Council—"Yes; I consider the presence of mentally defective children in the ordinary school prejudicial to the interest of not only the other children, but also of the teacher. The mentally defective children have habits peculiar to themselves, and often use undesirable expressions, which is not conducive to good discipline in an ordinary class. The 'active' children are generally mischievous, destructive, and spiteful, and they require constant watching, and this alone is a great hindrance to the general work."

2. Bradford: Mr. W. H. Tate, a Member of the Committee of the Bradford Institution for the Blind—"The presence of 'defectives' in the same class is detrimental to the progress of the other children by reason of the excessive time and attention they require."

3. Burnley: Mr. E. Jones, Clerk to the Education Committee—"I certainly think that blind children who are mentally and physically defective should be taught at Institutions separate from the places for the instruction

of ordinary blind children, or they might be taught in a separate part of the building entirely isolated from the other. The defective child has a very depressing and detrimental influence upon the ordinary child."

4. Cardiff: Mr. Frank Lattey, Master of the Council Blind School (Adams-Down)—"Some blind children have a great tendency to eccentric movements, and are very liable to copy the vagaries of their defective companions. The latter are apt to be discouraged by failure to compete successfully with the former."

5. Leeds: Miss Kate N. Ellis, Headmistress of the School for the Blind, Blenheim Walk—"The children we have are not so defective as to need exclusion, and we do not find their presence detrimental to the others; but we can imagine cases so serious that their presence in a school would be injurious."

6. Newport (Monmouth): Mr. A. A. Newman, Clerk to the Education Committee—"Not in this case."

7. Nottingham: The Instructress of Blind Children in the School of the Education Committee—"Yes, if there are many. If only a few, the others sometimes help to brighten them."

8. South Shields: Mr. A. E. Leete, Secretary to the Education Committee of the County Borough—"The slight experience here did not suggest any prejudicial effect, but rather the contrary, as the children were taught to render sympathetic aid to their less fortunate scholars."

9. Stoke-on-Trent: Mr. J. A. Story, Headmaster of the Blind and Deaf School—"In my opinion the presence of defective children in a school with others is exceedingly prejudicial to the others."

10. Sunderland: Mr. G. I. Walker, Head Teacher for the Blind—No reply.

Question 4.—What do you consider the best way of dealing with "defective" children—(a) mentally, and (b) physically?

1. Dr. Campbell—"I think they can be improved men-

tally by simple objective teaching, hand-work, and games; physically, by sports and exercises, which should always be out of doors in pleasant weather."

2. Hon. Mrs. Campion—"I consider that they should be separated from the others, and brought on gradually. As mental power improves, physical power improves also. I believe in drill, singing, learning by heart, and being actively employed—even tearing up paper is better than doing nothing."

3. General Chads—(*Vide* Question 5).

4. Mr. Collingwood—(No reply sent).

5. Mr. Hall—(*Vide* Question 5).

6. Rev. Hill—"In a separate and special school."

7. Mr. Illingworth—"They should be placed in charge of and carefully studied and educated by teachers who have made a special study of such cases. (a) The mentally defective at six years of age may remain apparently in the same condition and make absolutely no apparent progress intellectually for several years, and then, at the age of thirteen or fourteen, suddenly emerge, as it were, from a cloud and learn well, though slowly—I have known many such cases. Again, some children are mentally defective from lack of proper nourishment. The brain has not been properly supplied with blood from infancy. Bad habits and often imperfect control of some organs result in apparent blankness or imbecility. Such cases when properly fed or cared for, and when placed under firm and kindly discipline and tuition, often develop into fairly intelligent pupils, though their brain power is permanently stunted by the neglect in early years. (b) Some of the above remarks apply to the physically defective also. We recently admitted a boy at Henshaw's who was suffering from spinal degeneration, bent legs, and partial paralysis, owing entirely to parental neglect. This child—six years of age—could not walk alone. He cried when left to stand on his feet unaided. I asked the father why he had been allowed to get into

such a condition? He said he could not help it. I asked him, 'Did you ever take him out for a walk, or let him play with other children?' The man looked at me as if he thought I were mad, and said, 'How could we when he was blind?' The child had spent his whole life in bed or sitting rocking himself in the chimney corner. He has now been with us six weeks, can walk alone, his legs are straightening, and, as we have got him so young, we may save him from being a physical deformity, but it will be at the cost of much care and personal attention. There are varying forms of mental defect, some of which are only of a sort of secondary physical nature, and others which are the direct product of brain in the ordinary blind schools."

8. Mr. Jolly—(*Vide* Question 5).

9. Rev. Kingdon—(*Vide* Question 5).

10. Mr. Littlewood—"For both mental and defective children at least there should be a separate class or room, with their own teacher. Their time-table and subjects should be quite different to those for normal children. Supervision and organised games and play should form a large part of their work."

11. Mr. Macdonald—"Mentally—by very special individual attention. Two or three would be as many as one teacher could undertake, so as to get anything like satisfactory results, and in most cases these would be of a low standard, unless utter neglect has caused the intellect to lie dormant. Physically—by plenty of outdoor exercise and special physical drill and plenty of good, wholesome food."

12. Mr. Maddocks—"All 'defectives' should be drafted to a special central school. (a) Mentally—1. Engage bright, cheerful teachers. 2. Teach bright and interesting subjects only. 3. Teach mental work in the mornings only. (b) Physically—1. Have a special scheme of 'occupations.' 2. Plenty of musical drill and outdoor games. 3. Ample playgrounds and playrooms, with all

sorts of indoor games provided. 4. The 'school' should be 'in the country,' not in a 'town.' "

13. Mr. Norwood—"On exactly the same lines as normal children, making allowance for their defective capacity. It will be necessary for the teacher to think over and devise the best means of drawing out and developing whatever capacity each child possesses. This applies both to the mental and physical side of the child's nature."

14. Mr. Robertson—"By providing homes or centres to which such pupils could be drafted."

15. Mr. Stainsby—"Special residential schools should be established for each. The children should be taught by specially trained teachers, in small and carefully graded classes. The mentally defective could in many cases be at least taught clean habits, and would probably acquire a little knowledge. We have a mentally defective boy in our school who has learned to read quite well, and greatly enjoys a simple story book, although when it is finished he knows nothing of the contents. With regard to the physically defective, many of these (especially those who suffer from spinal degeneration, heart disease, epilepsy, and other active and incurable diseases) require to be provided for in homes where they could take life easy, and where for their short lives they could be happy. For those who suffer from bodily defects, such as deafness and lameness, the treatment should be different. None of our 'deaf' cases have been in that condition all their lives; they are thus familiar with speech, and, although a long way behind the 'hearing' blind, they are a long way in advance of those born deaf. A blind and deaf person (unless born deaf) may be able to acquire a trade, and become wholly or partially self-supporting. It is recommended therefore that the following special Institutions should be established:—(a) For the mentally defective; (b) for the physically defective who suffer from diseases which unfit them for remunerative occupations;

(c) for the physically defective who are able to practise a trade. These three might form departments of one Institution. The conditions under which all 'defective' blind persons should live are—country air, regular habits, very kind but firm treatment, and well-regulated, wholesome diet—simple, nourishing, non-stimulating, and plentiful."

16. Captain Webber—"By individual teaching, and constant variation in the subjects taught."

EDUCATION AUTHORITIES.

1. London—Of necessity the mentally defective children require different treatment from the ordinary children for mental, physical, and manual training, and this can only be done effectively by a separate school.

2. Bradford—(a) 1. Each child needs individual attention, and a course of training adapted to his or her special case. 2. Both mental and physical exercises should be used, in order to develop such strong points in the child's nature as appear to give some promise of success. 3. Other branches of study should be deferred or entirely abandoned. (b) For the "physically defective" the course of study should be adapted to the child's special needs, and be entirely subject to medical direction and supervision.

Question 5.—Are you in favour of a special central school, to which the "mentally" defectives can be drafted from the various schools? If so, what is your opinion as to the probable results of such special cure and training?

1. Dr. Campbell—"Yes; educational authorities should unite and establish special schools for defective children at the seaside or in some healthy inland locality. In such schools only those teachers should be employed who have a genuine love for children and a true gift for teaching. Large premises would be advantageous, in

order to have room for domestic animals, such as dogs, rabbits, poultry, goats, sheep, and so forth. This will give the children an interest in things about them, and tend to awaken their sensibilities; they will soon learn to feed and care for these animals, and as the children improve it will be beneficial to teach them gardening. In some cases children will improve so much that they can be drafted to ordinary schools; others will always require separate teaching, but can probably learn a simple handicraft."

2. Hon. Mrs. Campion—"Yes; a certain stage of development would be arrived at."

3. General Chads—"Yes; a school to which defectives could be sent direct, and not first sent to other schools, and to which those now at school could be drafted. It is frequently found that before attaining school age, *i.e.*, five years of age, they have in their homes been kept under such restraint that they cannot even cross a room."

4. Mr. Collingwood—"Yes, in large towns, and the schools should be non-residential. In rural districts the county education authorities should subsidise existing Institutions. The mixing of defectives with the intelligent would, under proper supervision, be more effective educationally and morally than by adopting a place of segregation."

5. Mr. Hall—"Yes; and I have little doubt that by such special care and training their mental faculties would be developed, and they also might be taught many simple occupations."

6. Rev. Hill—"Yes; under training the mentally and physically defective nearly always improve. But there must be specially trained teachers."

7. Mr. Illingworth—"Yes; such school or schools should be provided with four departments—(a) For mentally defectives who are truly imbecile in whole or in part; (b) for mentally defectives who have no trace of brain disease, but may be termed starved minds; (c) for physically defectives through deformity, natural or acci-

dental; (*d*) for physically defectives from heart disease, fits, paralysis, &c. The result should most certainly be the reclaiming of many lost intellects and the awakening of the dormant; the building up and strengthening of weak physiques, and developing, by special forms of physical drill, muscular power, and generally the saving from utter and hopeless misery many young and precious lives and intellects. A large number of such children will be able to make themselves useful at handicrafts who would otherwise be all their lives a burden on society."

8. Mr. Jolly—"Yes, strongly."

9. Rev. Kingdon—"Yes, it is the only way out of the difficulty."

10. Mr. Littlewood—"Yes; for the sake of the blind who are capable of learning a trade, and the teachers who could then devote the whole of their attention to the normal cases. Institutions are not, as a rule, staffed either in the school or house to deal with the defectives. The physically defective would be those whose muscular co-ordination was weak or impaired, rather than those who were lame or crippled. These are a distinct class among the blind. Where it is only the result of neglect some progress can be made by careful personal attention, but the final results are not very satisfactory. The case of those with weak muscular co-ordination is much more hopeless, as their hands can never acquire sufficient dexterity to do any manual work quick enough to be of commercial value."

11. Mr. Macdonald—"It is a grave mistake to have a number of 'defectives' together. They are generally apt pupils in copying what they see or hear others do, and, as a rule, copy what you don't want them to; for this reason I would say it is better for the 'defective' to be with normal children. It gives them a much better chance."

12. Mr. Maddocks—"Yes, certainly. Experience has shown that the apparent imbecility was due to the proper

want of training, and it is only after long trial that a child should be returned as incapable of instruction."

13. Mr. Norwood—"Yes; the probability is that these children, as the result of a regular life, care, and good food, will improve in health, and that their defective capacity may become less pronounced; but at the same time in the majority of cases they will still be 'defective,' and, as such, require permanent help."

14. Mr. Robertson—"Yes; but the results of such training would not be great, nor could it be expected."

15. Mr. Stainsby—"Special schools, such as described in the previous reply (No. 4) are recommended. The results would be a great brightening of the children's lives, while the ordinary schools would profit by their removal. The defective blind could certainly be taught occupations which would at least keep them from utter laziness and from further moral and mental degeneration. One class previously described (see 4 (c)) might be made self-supporting."

16. Mr. Stone—"Yes: such schools have proved very beneficial to the sighted defective."

17. Captain Webber—"(*a*) Yes, decidedly, as no ordinary school could keep a staff sufficiently large to meet both sets of intellects; (*b*) that the mentally afflicted can generally be taught sufficiently to employ their mind and fingers, thus rendering their life happier."

EDUCATION AUTHORITIES.

1. London—Yes: this principle has been fully recognised in the case of normal children, and there is no reason why the blind should not benefit by such legislation. With the mentally defective it is the individual that has to be prominently kept in view, and it is only by individual teaching that the best that is in the child can be produced. Though the special school for boys at Stormont House has been in existence barely a year, I am convinced that the results fully warrant the experiment of such a school. There are a few cases in which

improvement is so apparent that they will eventually, no doubt, be transferred to the ordinary school. Special lessons in articulation are given to those cases with defective speech, and the results are very gratifying. The boys receive individual attention in gymnastics, and exercises are given to suit particular cases.

2. Bradford—Yes; it is reasonable to expect that success approximating to that of the sighted defectives may be obtainable.

3. Cardiff—Yes; a hospital school should be established in the country.

4. Newport—Yes, when the numbers are large, as better instructors and instruction can be provided.

5. Nottingham—Yes, for the worst cases, but no great results are anticipated.

6. South Shields—Yes, in Institutions serving large areas.

7. Stoke-on-Trent—Yes: the only large results possible would be the greater comfort and happiness of the afflicted inmates and their protection from social dangers, and the corresponding gain of these to society.

8. Sunderland—Yes; but great care ought to be taken in selecting. My experience has taught me that it is an extremely difficult thing to truly discriminate. I have had several cases which have been adjudged defective by various well-informed persons, but who, in course of time, have developed capacities that have completely overthrown preconceived opinions. The whole secret lies in adapting the teaching to the ability of the child. Every child ought to be a separate study.

Question 6.—What treatment do you consider to be necessary and best for the “mentally” defectives after the school age, both in their own interests and in those of the public? And how can your suggestion be carried out in a practical manner?

1. Dr. Campbell—“Several homes should be established.

by the general Government in different parts of the country, to which the local authorities should contribute. In America I have known the parish authorities board the mentally defective, both children and older persons, with farmers in healthy localities."

2. Hon. Mrs. Campion—"I should advocate work suitable for their capacities, and that they be kept in a house made as bright as possible. For those who cannot do anything, and who cannot improve, I see nothing but some separate hostel for them, unless they would be happy in workhouse infirmaries."

3. General Chads—"There should be two divisions in the central school, one for children under school age, and one for those over school age, and in the latter those found capable of any industrial occupation could keep it up, which they certainly could not do if they returned to their homes or were sent to unions."

4. Mr. Collingwood—"To safeguard the public nothing short of compulsory detention in a public Institution is sufficient. The defectives should be placed in special homes—on the lines of cottage homes—in connection with county or borough asylums."

5. Mr. Hall—"A special Institution, and the State should provide such an Institution; they should certainly not be herded together in county lunatic asylums."

6. Rev. Hill—"In a special training shop, if possible, and then employed in a special factory. Call into existence definite establishments at certain centres in England, Scotland, and Wales."

7. Mr. Illingworth—"They should certainly be placed under restraint, because, as a rule, the mentally defective evince strong immoral tendencies, and require firm treatment and constant watching. They should have as little idle time as possible, and plenty of fairly violent exercise in the fresh air. They should certainly not be allowed to go at large, or live with friends who exercise no control over them. Until legislation can be procured, all such

cases known to the Institutions should be taken in hand by them, the guardians or others responsible for such individuals being approached and persuaded of the desirableness of such a cause."

8. Mr. Jolly—"If they are specially dealt with, better results may be expected. The proper place is a special home for them."

9. Rev. Kingdon—"There should be a department with workshops connected with the school."

10. Mr. Macdonald—"By giving such employment as they are able to perform. This keeps their minds constantly occupied, and takes them out of homes, which, as a rule, are not of the best and brightest, and, by paying them for work done, they have more interest in it and do it better."

11. Mr. Maddocks—"Every mentally defective adult must be treated separately and specifically. The capable should be taught some trade in a special home, and the incapable should be left to parents or the guardians."

12. Mr. Norwood—"In the case of those for whom proper provision cannot be made by friends or relations 'homes for the blind' are advocated, erected and administered by joint contributions from the local administrative authorities."

13. Mr. Robertson—"It would be best to have homes in connection with the central school or schools, where these defectives could be kept after leaving the schools."

14. Mr. Stainsby—"All mentally defective blind people (and possibly also some of the physically defective) should undoubtedly be kept under restraint, and not allowed to marry if, in the opinion of the medical officer having charge of the case, there is the slightest likelihood of their passing on serious defects to another generation. The establishment of special homes for blind 'defectives' is the best way of providing for them. In these homes males and females should be rigidly kept apart, and it would be a safeguard if they were provided for in separate

establishments. These homes could be built and maintained by (*a*) the State; (*b*) county, borough, or other councils; (*c*) Guardians of the Poor; or (*d*) voluntary effort. If a centrally situated national Institution for blind defectives were founded, consisting of two establishments (one for males and the other for females), each containing the three departments mentioned in reply to Question No. 4, it is highly probable that sufficient voluntary aid would be forthcoming to build and maintain it. The present outcry against increasing rates and taxes is sufficient evidence that we may have to wait a long time for such Institutions, unless voluntary effort steps in."

15. Captain Webber—"A central home—they remain always children."

EDUCATION AUTHORITIES.

1. London—From every point of view it is not only desirable, but I think a necessity that the defectives should be drafted into a residential Institution after school age, to prevent them from drifting into the work-house or begging in the streets. As the number would not be large the question might be a national one, or, at any rate, divided into three or four areas. If such an Institution were provided, the defectives would to a large extent help to maintain themselves. To provide such an Institution is, I think, quite practicable if various County Councils co-operated and shared the expense of two or more Institutions.

2. Bradford—The most capable should receive further training and be employed in a workshop for the blind, and their wages be supplemented by the guardians. The least capable should be drafted to a central special Institution—preferably in the country—and such home might be provided by the guardians, with the approval of the Local Government Board.

3. Burnley—It is very important that these children should have employment found for them of a kind that will, in the first instance, be suitable to their ability, and also as much in the open-air as possible. Such suitable employment, in my opinion, would be farming, messengers, timekeepers, and other similar occupations.

4. Cardiff—The general public are not, as a rule, capable of looking after the defective. Provision is already made for securing persons of unsound mind, and Government should be asked to bear the expense of erecting both school and home for the blind.

5. Newport—Constant home visiting by friends of the blind has been helpful. Personal interest can do much.

6. Nottingham—A good Institution where they could be cared for, and where those who can do any useful work will have the necessary machines and materials. This would have to be kept up to a great extent by contributions or public money, as the work done and sold would not pay for the expenses.

7. Stoke-on-Trent—Suitably planned “homes” on the principle of cottage homes situated in the country would be the best method of providing for the defectives.

Question 7.—Are there any “defective” blind children in your neighbourhood or in workhouses in your district who have been exempted from attendance at school by the education authority? If so, what are the conditions attending such cases, and the best methods of dealing with them?

1. Hon. Mrs. Campion—“I know of none.”

2. General Chads—“Two, who had to be sent away from the Institution.”

3. Mr. Collingwood—“I know of none.”

4. Mr. Hall—“Two, who were at the school and left.”

5. Rev. Hill—“I know of none.”

6. Mr. Illingworth—“An absolute imbecile of six years was here refused admission to the Institution. She is to

be sent to an asylum. This course is, I think, the only one open in the meantime."

7. Mr. Jolly—"Two or three children have been temporarily admitted to the Institution and afterwards discharged."

8. Mr. Macdonald—"None to my knowledge."

9. Mr. Maddocks—"Only a few cases."

10. Mr. Norwood—"None to my knowledge."

11. Mr. Robertson—"I only know of three cases, and they are at home with their parents."

12. Mr. Stainsby—"Yes, they are as follows:—J. M., admitted to kindergarten school, but found unsuitable; exempted from attendance by local education authority; now resides at home. L. M., admitted to main Institution and discharged; re-admitted and again discharged; now in the workhouse. R. D., admitted to main Institution; developed spinal degeneration, and had to be removed after much hospital treatment to the workhouse infirmary. J. B. (physically defective) has now been provided for in his own home. W. B. and W. R. (mentally defective)—These two cases (dealt with in reply to Question No. 1) are being removed from the main Institution; arrangements are being made for them to be admitted into the infirmaries of their respective workhouses. H. S. (mentally defective)—This case is being seriously dealt with by the committee of the kindergarten school, and it is probable that the child will have to be removed. M. N. (mentally defective) sent home from Institution. All the foregoing should have been provided for in special schools. The workhouse is the only, although a very unsuitable, place to which most of them could be sent."

13. Mr. Stone—"I know of none."

14. Captain Webber—"Yes; several have been returned to workhouses from the school."

AUTHORITIES.

1. London—The authority having provided special classes of the best type for blind and defective children,

have not so far granted any exemptions of attendance at school to any of the children in attendance, for it is found that these children are far better and brighter in the schools than they are in their own homes. The children who live at long distances are conveyed from their homes to the schools and back again, and we find that in practice this method increases the interest of the parents in the progress of the children, and certainly the influence on home life must be of benefit to the children themselves.

2. Bradford—Three are unable to attend school—A girl, aged seven, is so very weak as to be unable to walk; another, aged six, suffers in the same way, and has also “water on the brain”; and another, aged fifteen, is to a certain extent an invalid.

3. Cardiff—Some half-dozen children, for whom no provision whatever has been made.

4. Leeds—We only know of two such cases.

5. Newport—None.

6. Stoke-on-Trent—I know of none.

7. Sunderland—One child in the workhouse is suffering from a disease which renders him unfit to mix with other children.

GENERAL REMARKS.

Hon. Mrs. Campion—“There is no doubt about the importance of this subject. What is at present cruel is the life of the girls at home. If a girl is kept in a home and improves, she can only be kept up to her standard of intelligence, and happy, under expert care in a home. If she goes back to her own people she would drop back into apathy and a dangerous condition morally, and would probably end in a fallen life—and possibly be the mother of a miserable progeny—whereas in a home she can add a little to the world’s work; she can be a good example to others, and can realise that she is a child of God’s, and live happy accordingly.”

Mr. Collingwood—"Boards of Guardians and others do now, as a rule, take into consideration the mental calibre of their *protégés*, and generally require some assurance that at the lapse of a certain period of time the pupils will be able to earn their livelihoods."

Rev. Hill—"If the defectives are employed in the same factory as sound blind, the special treatment necessary for the defectives tends to produce discontent in the others. The varying degrees of deficiency are the sources of many troubles and difficulties."

Rev. Kingdon—"It must always be exceedingly difficult to draw a definite line and to say who are 'mentally deficient.' Again, many, not lacking in actual mental power, are decidedly 'deficient' in mechanical power, and cannot learn a trade."

Mr. Norwood—"If the system of a central school is not adopted and put into operation, the existing schools for the blind will have to start a department for 'defectives,' and this, I fear, will not make for the ultimate benefit of the blind."

Mr. Robertson—"Some provision ought to be made for defectives all their days. If some system of homes could be established where they could be cared for and employed (that is, given something to pass their time) it would be the best for all concerned."

AUTHORITIES.

1. London—Great care should be exercised in the exclusion of the defectives from the ordinary school. Unless the defect is quite apparent the child should have a reasonable trial among other children. That the child is backward is often due to the early training, or rather want of training. This may be the result of simple neglect or want of interest on the part of the parents, or mistaken sense of kindness shown by doing too much for the child, instead of teaching him to help himself. Once the child is considered below normal, I think the

instruction should be individual rather than collective. A judicious course of physical and manual training rather than mental work should, in the first instance, be the chief feature of the curriculum.

2. Burnley—Careful supervision and medical examination are very beneficial. The main cause of the prevalence of defective children is the utter ignorance of mothers relative to the feeding, clothing, and care of the children. Bad feeding and nutrition must of necessity have considerable effect upon the mental development of the young.

3. Cardiff—The leading characteristics of the feeble-minded are those of fear, together with a deep cunning, and an abhorrence of noise. They are very susceptible to the influence of kindness.

4. Stoke-on-Trent—This question of defectives must be approached from a very practical, not sentimental, standpoint. The public nowadays insists on a return for its money. With mentally defective blind children it is practically impossible to give any adequate return in the shape of industrial competency for an expenditure of £30 or £40 per year in training. Something like "labour colonies" talked of for sighted defectives appears to be the cheapest and best method, both for the child and the public, of dealing with blind defectives who show little aptitude for, or appreciation of, anything higher than the physical enjoyment of food and warmth. There is a class of blind children—muscularly feeble—whom we cannot reckon as physically defective, but who have so little use of their fingers as to make hand-work a matter of extreme difficulty. They are mentally sound, and their case is therefore all the more piteous and difficult to deal with.

5. Sunderland—The State ought to provide, either by pension or by provision, a special home for defective blind. It is largely owing to the presence of this section of the blind in the various Institutions and workshops that such places find it so difficult to compete in the open market.

Interesting and valuable information on this subject has kindly been sent me from Mr. J. Moldenhawer, who for forty-seven years has been director of the Royal Institution for the Blind, Copenhagen; from Mr. Anagnos, of the Perkins Institute, Boston; from Mr. J. V. Armstrong, of the Tennessee School; and from Mr. Edward E. Allen, of the Pennsylvania School for the Blind. They all practically endorse the opinions expressed in the replies of the majority. Mr. Moldenhawer, however, strongly advocates the need of specially trained teachers, *i.e.*, that they should go as teachers first to a school for the blind, and then to one for the feeble-minded. Mr. Armstrong, who has been a teacher of the blind for fifty years, expresses the same opinion about the training of teachers, and also considers that the presence of mental defectives in an ordinary school is decidedly beneficial to them and only slightly detrimental to the other children. Both Mr. Anagnos and Mr. Allen think that the presence of defectives is very detrimental to the others.

SCHOOL FOR "DEFECTIVE" BLIND BOYS UNDER THE LONDON COUNTY COUNCIL.

No report on the "defective" blind would be complete without reference being made to the special school for "defective" blind boys inaugurated by the London County Council, and a deep feeling of gratitude must arise for their initiative in this matter. *O! si sic omnia.* It was my privilege and pleasure to spend the morning of 31st January visiting this school, and my visit was rendered more interesting and instructive because Mr. B. P. Jones, superintendent and organiser of Blind and Deaf Schools under the London County Council, to whom I am indebted for much information, kindly accompanied me. He has also kindly acceded to my request to open the discussion. The work of the school, carried on by two devoted, patient, and painstaking teachers, was to me quite a revelation. I confess that I went there fully

persuaded that I might see a sight—possibly repulsive—which would depress me, but after a few hours' visit and intercourse with several of the boys individually, and witnessing their cheerfulness and discipline, and the earnestness and hopefulness of the teachers, I left the building with a deep sense of happiness to know that every possible opportunity is given to these afflicted ones to improve their mental and physical qualities, which are often only lying dormant, but deep-seated, waiting to be quickened by the hand of experts. In fact, I felt convinced in my own mind that, if the members of the Conference had visited that school with me, they would be unanimous in regard to the need of special schools for those of school age, however divided their opinions may be as to special treatment beyond that age.

It has been found in this school—and will assuredly be found in others when started—that at least a few of those who have been certified as “defectives” both by the medical officer and by the head teacher, and have been removed from the ordinary schools, have improved so markedly after individual attention, that re-examination is necessary in order to ascertain whether they are fit subjects to return to the schools from which they have been temporarily withdrawn. It is, however, very doubtful whether such children can stand alone without constant supervision, and, when they are old enough to go out into the world, it is not improbable that they may again fall back into their former defects.

It is in contemplation, as the success has been so manifest among the boys, to open a similar school for girls. At this school a special feature is the physical training of the children, and I am informed by the instructor in gymnastics that the deficiency extends (with few exceptions) in a marked degree to the motor nerves, the subjects exhibiting unusual lack of control and direction. Coincident with the improvement in their physical condition, the boys are exhibiting an equally great improvement

in their mental state. (One epileptic boy is making good headway, the number of fits being fewer and milder in degree.) The instructor adds that "if all effort be directed to the awakening and growth of a nice, delicate, muscular sense, and firm, yet easy, control, a brightening of the intellect will go hand in hand with it, but if attempts be made to make the boy merely 'strong,' an increase of mental dulness will invariably result."

The school work is very similar to that in the ordinary school, only much more elementary, and more manual work is introduced. The handwork consists of twisting, fraying, knotting, plaiting of string, threading of large, medium, and small beads for developing touch, and weaving in cane, wool, and paper in the lower division, and in the higher division macramé work, basket and carpet weaving, chair caning, clay work for observation and touch, rug wool work, and knitting with needles on coarse and medium string and cotton and wool.

In London, as the population is so vast, it is comparatively easy for the local education authority to establish and to fill special schools of this nature. There ought also to be no difficulty in some of the other large towns.

In July, 1904, 138 special schools had been established for sighted feeble-minded children under the Act of 1899, providing accommodation for about 6700 children.

To sum up the various replies to the questions, although there is a divergence of opinion on some matters, it may be stated generally—

(1) That there does not appear to be at present a very large or unmanageable number of "defective" blind, but it is impossible to estimate the number with any accuracy.

(2) That in the majority of the schools for the blind, defectives are taught in the same classes with other children, but that individual attention is absolutely necessary.

(3) That a large majority of the superintendents con-

sider the presence of " defectives " in an ordinary school prejudicial to the other children, because of their habits, influence, claims on the teachers' time for individual care, and the hindrance caused to the general work.

(4) That firm but kind treatment by specially trained teachers is the best way of dealing with defective children, and that they must be taught individually.

(5) That there is almost a unanimous opinion that it is advisable to have a special " central " school or schools, preferably in the country, to which the mental defectives can be drafted from the ordinary schools, and that the result would probably be " the reclaiming of many lost intellects and the awakening of the dormant, and the building up and strengthening of weak physiques," the brightening of their lives, and the improvement of their health.

(6) That in their own interests, and in order to safeguard the community, the treatment considered necessary and best for the mental defectives after the school age is to place them under restraint either in special industrial cottage homes, or in special wards in the workhouse, and that, in order to check the strong immoral tendencies so frequently evinced, they should be constantly looked after, and should be given plenty of employment and exercise in the fresh air, and that males and females be rigidly kept apart in separate establishments.

(7) That there are a certain number of children, who have been tested at schools for the blind, and subsequently removed in consequence of their extreme mental and physical deficiency, and that these children have been exempted from attendance at school by the education authorities, and have returned to their own homes or drifted into workhouses.

GENERAL REMARKS.

(1) That, as a rule, the " defective " blind are afflicted in one or other, or in several, of the following ways:—

Slow in perception, lacking in truthfulness and reasoning and muscular power, of strong immoral tendencies, of unclean habits, peculiarity of speech and indistinctness in articulation, destructive, extremely active or extremely inactive, weak in will power and prone to uncontrollable fits of temper, stubborn, and requiring coaxing, feeble and slouching in gait, quaint movements of head and body, slow circulation, cold, clammy hands, but, generally speaking, they are of an affectionate disposition.

(2) That it is difficult to draw an exact line and to say who are mentally defective, as the limits are still undefined, ranging, as they do, from the ordinary stupid person to idiocy, the former being probably a fit subject for an ordinary school, and the latter for an asylum. Much care should be exercised before children are removed as defectives from the ordinary school.

(3) That it is impossible to exaggerate the evils that might arise, if the adults be not placed under restraint, as their morality is at a very low ebb. Amongst the sighted feeble-minded it has been estimated that a large percentage lead an immoral life and have illegitimate children, and that the Maternity and Lock Wards are largely filled with this class.

(4) That it is most essential that the children should be sent to a special school as early as possible, so as to prevent their evil tendencies and moral deficiencies becoming too deeply rooted and incurable, and that such children, when physically trained, properly fed, and specially instructed, are likely to be stronger and more capable of contributing to their own maintenance in after life.

(5) That the teaching should be adapted to the ability of the individual child, and that it is advisable to find out what he takes an interest in and lead him in that direction, both as regards education and manual instruction.

(6) That many children have become, or appear to be,

defective from lack of proper training, and through the ignorance of parents in regard to feeding, clothing, and the general management of children.

In dealing with a question of this kind, it is always well to ascertain what is being done in the same direction for the sighted. Interest in this class was first aroused when the Royal Commission on the Blind, the Deaf, and Dumb, &c., issued their report in 1889, the feeble-minded being mysteriously expressed by the “&c.” Action was first taken in 1892 by the School Board of Leicester, and soon afterwards by the London School Board, to impart special instruction to defective children. Many homes were subsequently established by charitable individuals.

The National Association for promoting the welfare of the feeble-minded was founded in 1895, for the object of improving them mentally, morally, and physically, of collecting and dispensing information, and of initiating the formation of homes, &c., and it has held many conferences in the furtherance of the movement, and has published many interesting and instructive publications, besides assisting in the upkeep of several homes. There are at present in England twenty-three homes—each containing about twenty inmates—for those over school age, and these homes are the outcomes of voluntary effort, although the inmates are to a large extent paid for by Boards of Guardians, and a certain income is derived from the sale of goods, rugs, baskets, &c., made by the inmates. There is, however, no legal power obtainable for the permanent detention of these afflicted persons. This is but a very faint outline of what is being done for sighted “defectives,” but it will show the excellent and well-thought-out lines in which the work is carried on, and serve as a guide to us. For further information I would refer you to the publications already mentioned.

Can we move along the same lines with the blind? At any rate I think we are agreed that the children should be educated and be made as far as possible like other children, either in ordinary or special schools, up to the

age of sixteen, as there are possibilities latent within them which only wait to be drawn out by constant and personal attention. One thing is certain, that we must fight strenuously against parents making capital out of their children's infirmities. Again, we must not ignore the working of social and economic laws. Every effort must be made by education and by after care to dry up this stream of an unprofitable and disease-bearing class before it becomes too mighty a river even to keep in check. At the age of sixteen the real difficulty seems to begin, because we must acknowledge the futility of educating them up to that age and then letting them drift anywhere. It is just exactly in consequence of the education they have received, their last state will, under such circumstances, be probably worse than their first, and their danger to the community greater. It is difficult to know what to do with many of the ordinary blind children at the age of sixteen, but it is far more difficult in the case of defectives, who under no condition can be expected to wholly earn their living, although some no doubt would be able to do a fair amount of useful work to assist towards their maintenance in a home. In fact, a cottage home seems to be the safest and most beneficial place for blind defectives; and it is hoped that one of the recommendations of the Royal Commission now in session will be that county councils should act in combination for the provision of such homes. The question of compulsory detention naturally is an obstacle, but I venture to think that this will be reduced to a minimum in the case of the blind, because they have not the same restlessness and desire of freedom as shown by the sighted, and if the occupations best suited to their individual tastes be discovered, and they become interested in their work, they will have no desire to leave a comfortable home. The fact of their double affliction will of itself tend to make them as happy, or happier, there where their needs are specially attended to, as elsewhere. Parents, however, should not be completely relieved of all their responsibility, but should at

least pay for their children as much as it would cost to keep them at home. And I venture to think—even in this age of “free” everything—that all self-respecting parents will realise their duty in regard to this when the question is clearly placed before them.

In conclusion, I should like to say that it appears to me that, notwithstanding the Acts of 1893 and 1899, the necessary means for the training and supervision of “defective” blind children are lamentably inadequate, and that the present arrangement by the poor law authorities is not satisfactory or beneficial to adults. I wish to add also that, although special homes seem an absolute and crying necessity for adults, it would be inadvisable and ill-timed to take any action whatever in regard to “defectives” above school age until the report of the Royal Commission on the feeble-minded now in session be published, and it is seen what recommendations are made; but the same reason for delay in action does not apply to children who can be dealt with by the local education authorities, or by the guardians, and it seems imperative that efforts should be made to induce such authorities to establish special central schools for the defective blind in different parts of the country.

The subject which I have been dealing with is exceedingly difficult and complex, and I hope it will receive your careful attention. Like true Britishers, we have “muddled along” too long with this, as with other questions, and I trust that we may now soon be ready to take action on behalf of the defective blind, not a large number, but assuredly most deserving of, and much needing, our practical sympathy and closest attention.

DISCUSSION.

MR. B. P. JONES (London)—I am sure that we all feel greatly indebted to Mr. Wilson for his excellent paper. He has ably dealt with a very difficult subject. We have had excellent

papers during the last two or three days, and they all point to this, that the condition of the adult blind is unsatisfactory. If we wish to end a thing well, I think we should try and begin well, and, in order to improve the condition of the adult blind, we should begin with the early training. We cannot very well do that without to a certain extent weeding out some of those who are detrimental to the best progress of the work in the school. There are three classes to consider—the defective blind, the ordinary blind child, and also, last, but not least, the teacher. We cannot very well expect the best results in a school where there are mentally defective as well as normal children. When I began my work in London going round the various schools I found that the presence of mentally defective children was a great hindrance to the best results; and to improve matters the board considered whether a separate school should be provided for the mentally defective blind. Many arguments were put forward against having a separate school, one being that it was much better for a defective child to mix with others who were more intelligent than himself. As an experiment we opened a school for defective boys. We have not opened a school for defective girls, because we wish to see the results in the case of the boys first. I may say that this school, Stormont House, has only been open some twelve months, and the results fully warrant us in saying that it is much better to have a separate school. In regard to a defective blind school, the first thing we have to consider is the physical condition of the blind child. We have, first of all, to improve this physical condition by providing him with a good diet approved by a medical officer, because a great deal depends on the food that the defective blind child gets. We must give him a physical training suitable to his condition, and also sufficient manual occupation, and then, no doubt, the mental improvement will follow. That has been our experience at Stormont House, and I am glad to say that we have already two or three cases showing such an improvement that they will shortly be re-examined by the medical officer and sent to the normal blind school. In a school of this sort, although we are obliged to have a time-table, freedom to the teacher is necessary in order to have any success. In dealing with the defective child there are opportunities that the teacher should seize and make the best of. Defective speech is often found with the defective child—we had five cases at Stormont House. Not long ago we engaged a teacher who had long experience with the deaf, and who had been accustomed to teach articulation. She gave twelve lessons to the pupils and such assistance to the head teacher as to enable her to continue on the same

lines. I am glad to say that two of these boys have vastly improved in their speech, and three others in a lesser degree. I mention this because, if schools for the defective blind are to be opened generally, it is well that special attention should be given to this point. There is one other point in regard to the defective child, and that is, that teachers should make more use of action teaching. My experience has been mostly with the deaf, and, as you know, the deaf have no language whatever until it has been given them by the teacher. In the deaf school we have action teaching. I am sure it would be of the utmost value if practised with the mentally defective blind. Then there is the question as to whether the presence of defective blind children in a school is prejudicial to the other children. I am very glad that the majority of the answers given were in favour of their being excluded. It is my firm conviction that it is better for the defective child and for the normal child, and better also for those who teach them, that they should be excluded. It is only by classification that you can get the best out of the defective child, the best out of the normal child, and the best out of the teacher. I was very glad that Mr. Stainsby mentioned that at Birmingham they had tried placing one defective child with different teachers in different classes, but it did not answer. I am not at all surprised, and it is only a proof that separate schools should be provided.

Rev. ST. CLARE HILL (Leatherhead)—I feel that I may be able this morning to add a little practical evidence on this question of dealing with the defective children. As you know, it is my duty to visit the various Institutions in England and Wales. During the past year, in examining some 1250 children, I took particular notice as to how many were declared by the teachers to be defective. In all, there were 93 names of children given by the teachers as unfit to be taught in the ordinary way with the other pupils. I do not think that that represents the entire number which should be dealt with as defective, because the tendency on the part of the teacher has always been to make the child one of the class if possible, and I think it would be necessary to include other children besides the 93. In one or two of the schools I visited I found that an effort was being made under considerable difficulties to deal with the children specially. A teacher who had special aptitude was put apart in a room where there were three or four children being taught, and it was very encouraging to see the result of that effort. We have better evidence, however, of what can be done with the defective in that remarkable school, Stormont House, which has been called into existence by the

London County Council. As Mr. Stainsby says, the presence of defective children influences the tone and discipline of the school; the other children are affected by being with those who are not up to the general standard of school children. There is also a danger which we must not lose sight of, namely, that some children are very ready to copy others, and there is a danger that some who to-day we were not prepared to describe as defective may degenerate. Then there is the consideration of the teacher. The teacher of a blind class has a large task, and I am perfectly certain that we ought not to permit anything which is handicapping the teacher and making the work still harder. Last, and not least, is the fact that in leaving the defective child in an ordinary class you are not doing the best thing for the defective child. Well, what is to be done? I think that the success of the London County Council clearly indicates this. We generally find out what is best to be done by voluntary effort, but here we have the result of State effort, and I think that some representation should be made to the Board of Education or some authority to the effect that five or six schools throughout the kingdom should be called into existence where defective children could be specially dealt with. By such means you will be doing the best for the child, you will be relieving the teachers of considerable anxiety, and you will be doing something towards improving the discipline and tone of the various schools. The last word I have to say is in reference to adult defectives. Every possible effort ought to be made to see that their last days shall not be spent in the workhouse. Some who are connected with blind education have described me as being rather severe on the capable blind, but there is a tender spot in my heart. The poor creature cannot help himself, and it is a terrible thing to allow him to go into the workhouse, where his life is simply made intolerable by the cheap gibes and rough fun that he has to meet. If we are not able to do anything else, we should take some steps by which the workhouse will not be the last place for that poor unfortunate creature.

Dr. CAMPBELL (London)—I think the best thing to do first is that, so far as possible, we should take the most active steps to prevent having defective children. I have had some experience in regard to imbecile children. The first thing is to teach them how to play. I do not want any teacher in our school who cannot play with the children. I let them do what they please in the schoolroom so long as they can teach the children to play and have a good time.

Miss BRYAN (London)—We have twenty-one defective blind

boys in Stormont House graded from the worst type to those who are almost normal. We have only two teachers, there are only two classes, and that is a great difficulty. We have to take the children individually, and there is therefore a great strain on the teacher. I have taught in an Institution where the defective children were along with the normal children. I find that we have much more progress when they are kept separate, as in Stormont House, for, on the other hand, the defective blind child is ridiculed by the normal children. As you all know, they greatly suffer from nerves. We try to teach them with as much gentleness as we can, but with firmness, and this has done much to help us. There are four of the boys who will be able to pass out at the end of this year. That has been brought about by the food, the regular living, and the medical treatment. All the boys cannot be passed out as cured, because we have some very low types. About two-thirds of the work is manual work. We have one boy entirely on manual work, the inspector having given permission to have him put to that altogether. We have a large number of conversational lessons and story-telling. When I went first to the House I began to tell them stories, but they did not care for them. They now listen to a story, and can appreciate it. As you all know, the blind like activity and movement, so we make the children play. We teach them how to make their beds, to dress themselves, and to clean their own boots. They do a little darning, and help to water the gardens with a hose pipe. When they first came to us they behaved very badly at table—I have seen children in other Institutions doing the same—but I have never seen any behave more like pigs. Now they can behave well. Twelve or fourteen of them use knives and forks quite nicely, and cut up their own meat, and behave like little gentlemen at table.

Mr. ILLINGWORTH (Manchester)—I agree with Dr. Campbell in what he says is the best way to deal with this question in the future at any rate, but we have the present to tackle in the meantime. In the future the best way is to prevent those defective children so far as possible, and I believe that as much may be done for the prevention of defectives as for the prevention of blindness. A good many of the Institutions in the country issue a little sheet with their annual report dealing with the prevention of blindness, and giving advice as to the treatment of newly born infants so as to prevent the ophthalmia of infants. A good many defective blind children have come to me in the course of my experience, who, if they had been treated by their parents in the same manner as other children, if they had been given ordinary exercise and little duties to

perform, would not have been defective either mentally or physically. You all know that a blind child is very often left the whole day long sitting in a corner, and I can cite cases where a child has actually been kept in bed most of its life till it was ten or eleven years of age to keep it out of harm's way. That child is bound to be mentally and physically defective. A good deal of the onus rests also on the school authorities. I am sure many will bear me out when I say that, although the Act of Parliament lays down that a blind child shall be sent to school at five years of age, that is not carried out. The average age is a good deal nearer seven or eight. If the Act of Parliament were put into force, there would not be so many mentally and physically defective. With regard to special Institutions, I think the great point, as Miss Bryan and Mr. Wilson have said, is that individual attention must be given to these children in order to produce results worth anything at all. The tendency, so far as I have seen, has been for the teacher to devote rather more time to a defective child in a class of normal blind children than he or she devotes to the normal child, with a very serious result to the others in the class. It is not fair to those under normal conditions that the mentally defective child should take up so much of the teacher's time. I should like to mention one of the things I found of the greatest use at West Craigmillar in remedying physical and, I believe, mental defects—those peculiar movements, twitching of hands and face, so common to the blind. Try the experiment of making the blind child lie down on a flat back board for half an hour each day, or twenty minutes twice a day. It has a very remarkable effect, and quickly eradicates not only a tendency to spinal curvature, but many habits of twitching, swaying, and the like.

Miss ROSE F. PETTY (London)—I think that one of the most important things in connection with the schools for defective children is that we should see that the children are examined regularly with a view to re-admitting them to the ordinary school. If you consider that in London, out of 20 children who have only been a year in the school, already 4 are likely to return, we can see how important this is. It would give us a much freer hand in sending the "border" cases into a school if we were perfectly certain that these children were to be examined at least once a year with a view to seeing what progress they had made and if they were fit to go back to the ordinary school. I think that this is all the more necessary if we are to make a point of the detention of the older defectives, because it would be taking far too great a responsibility to certify a child as mentally defective in its youth, with the

knowledge that that child will practically have no chance of returning to ordinary life in the future. There is also a great deal of prejudice on the part of the parents to be overcome. Very few can be convinced that their child is mentally defective. If they knew that their child would be examined annually, and would have a chance of returning to a normal school, I think we would have very little difficulty with the parents. I might say that the parents of mentally defective sighted children can insist on such an examination, and I think it is an open question whether the parents of mentally defective blind children have not the same right.

REV. ST. CLARE HILL (Leatherhead)—I would ask Mr. Jones if there is not a medical officer who regularly attends at the Institution?

MR. B. P. JONES (London)—Yes, there is a medical officer attending when necessary, and a specialist periodically.

MR. WALTER LITTLEWOOD (Liverpool)—I would like to bear out Mr. Illingworth's last suggestion. I have tried both the back board and the running track, and I can say that they are most valuable for defective blind children. In approaching the blind, defective or normal, the first point is to fit them to be as nearly as possible self-supporting in after-life. Starting from that standpoint, the treatment of the mentally defective is quite different from the treatment of the physically defective. The mentally defective blind are, as a rule, excellent workmen when you once get them to understand what you want them to do. As an experiment, I have taken all the defectives, both mental and physical, and treated them separately. I may say that the Rev. St. Clare Hill and Dr. Eicholz have given me on all occasions the utmost liberty in regard to classification and in giving the work to each individual as I thought best. A mentally defective child may be able to read and write after a short time, and by the time it reaches sixteen years of age it is almost ready to take its place in the workshop with a normal child. More individual attention is required in the education of the defective child than in the education of the ordinary child, and the classes must be smaller. I was surprised when I heard Miss Bryan say she had twenty-one children, and only two teachers. I should not think an ordinary blind school sufficiently staffed with these numbers. I was glad to hear the opinion expressed this morning that the presence of defective children has a bad effect on the normal children. I pointed out to Mr. Hill on his last visit one child who was quite normal, but had worked next to a child who was defective and stammered. The little boy commenced to stammer, and has never given it up. The Liverpool Committee are tender-hearted, and if a child is not

normal they hesitate very much before sending it away from school, because they know that there is no alternative but the workhouse, and they do not want the child to go there. One of the last things Dr. Eicholz said was that he hoped this Conference would do something in the way of recommendation as to defective children. I think we should have a definite proposal with regard to them.

MR. W. H. TATE (Bradford)—I question the accuracy of the returns that have been furnished to Mr. Wilson in regard to the numbers of children. If we could have a thorough investigation, we should find that the proportion of defectives is much greater than has been stated. As an illustration of this, in the Bradford School, out of 10 boys and 18 girls, 6 are defectives. That is a much larger proportion relative to the numbers than anything we have heard of this morning, and I fear the number of defectives is increasing. Sir James Crichton-Browne, in his presidential address at the Salt Schools in October last, said—"The first phase of physical training is the handling, the dandling, the tossing, the caressing of the baby by its mother. These movements not merely aid digestion, but stimulate the skin, the circulatory system, the nerve centres, and evoke responsive movements, at first sputtering in character, but gradually becoming more definite. . . . Swaddling bands are a premium upon imbecility, and I daresay that some of the sluggishness, clumsiness, ungainliness that we notice in adults is traceable to the fact that they were left too much in their cradles in their early days. . . . In foundling hospitals it has been observed that where a baby is put into its crib and just picked up every two hours and fed, apart from any infantile complaint, it dwindles away. The huge mortality of these Institutions—in one of them, in Naples, of 900 infants admitted, 885 died within twelve months—is due in some measure to deprivation of mothering."

MR. HENRY J. WILSON (London)—I have really no reply to make to what has been said in this discussion. But I may mention that a few days before I left London a messenger came to me from the Royal Commission that is sitting on the feeble-minded to ask for thirty copies of *The Blind* in which the report of the Conference Committee on blind "defectives" is printed *in extenso*. I have also written to Professor Loch, who is a member of the Commission, and asked him not to lose sight of the subject. I may add that I have reliable information that, if the Board of Education are to be approached on the question of blind "defectives," now is a very opportune moment to do so.

MR. H. W. P. PINE (Nottingham)—We desire now to interpose for a little time in order to proceed to the election of a

Committee to consider the subject of Mr. Macdonald's paper, viz., the problem of the better and more general employment of the blind. It was agreed on Wednesday afternoon that the Conference Committee should make a selection of names, and they are now prepared with them.

Mr. HENRY J. WILSON (London)—I beg to move that the following be appointed the Committee:—Messrs. Faulkner (Liverpool) and Hewitt (Belfast); Miss Heywood (Manchester); Messrs. St. Clare Hill (Leatherhead), Colin Macdonald (Dundee), H. W. P. Pine (Nottingham), Priestly (Bradford), Ben Purse (Manchester), Henry Stainsby (Birmingham), Stoddart (Glasgow), Stott (Edinburgh), and Wilson (London).

Rev. THOS. BURNS—I beg to second that motion.

Mr. GREGORY (London) proposed the addition of Mr. Henry Turner, of London.

Mr. J. J. PLATER (Birmingham) seconded the nomination.

On being put to the Conference, 5 members voted for the addition of the name. The motion was therefore lost.

The Committee, as proposed by Mr. Wilson, was approved of by a large majority.

Mr. J. C. WARREN (Nottingham) proposed, and Captain Hobbs (Manchester) seconded, that it be a direction to the Committee that they do not, without further authority from the Conference, apply for pecuniary State aid for the blind indiscriminately. On being put to the meeting, 9 voted for Mr. Warren's motion, which was therefore lost by a large majority.

The CHAIRMAN (Sir Wm. Turner)—I am asked to put the following names from the chair as the names for the new Conference Committee—Messrs. Frew Bryden, Campbell, St. Clare Hill, Illingworth, B. P. Jones, F. J. Munby, H. W. P. Pine, J. J. Plater, H. Stainsby, W. H. Tate, and H. J. Wilson.

After a discussion, it was unanimously agreed that the Committee should consist of fifteen members, with the addition of three lady members. The following additional names were unanimously agreed to:—Messrs. W. P. E. Barnes (London), Rev. Thos. Burns (Edinburgh), Lord Provost of Edinburgh, Collingwood (Exeter); Miss Bainbrigge (London), Miss Hornby (Liverpool), and Miss Moon (Brighton).

The CHAIRMAN then called upon Mr. J. Frew Bryden to read his paper on "The Outdoor Blind of Scotland."

THE OUTDOOR BLIND OF SCOTLAND.

By Mr. J. FREW BRYDEN, Superintendent of Mission to the
Outdoor Blind for Glasgow and the West of Scotland.

It is a fitting thing that the subject of the "Outdoor Blind" should have a distinct place on the programme of a Conference on "Matters pertaining to the Blind." It is peculiarly fitting that the subject of the "Outdoor Blind of Scotland" should be considered at a Conference held in the city of Edinburgh.

Forty-eight years ago the first Society in Scotland for dealing with and teaching the blind to read in their own homes was formed in this city, under the charge of the late Mr. John Brown, now gone to his rest and reward. For forty-five years he superintended the work of the Edinburgh Society with self-sacrificing zeal, and it is fitting that a tribute should be paid here to his memory by those who to-day are seeking—perhaps on broader lines, but with the same earnestness of conviction—the highest well-being of the greatest number of the blind of Scotland.

SOME STATISTICS.

According to the Government census returns of 1901 there were 3253 blind persons in Scotland, 1666 male and 1587 female. Allowing for the natural increase of population for the three intervening years to 1904, there would be added 55 male and 53 female, bringing up the total number of blind at 1904 to 1721 male and 1640 female, a complete total of 3361 blind persons in Scotland. Turning to the supplementary information in your hands (see appendix), it will be seen that when we deduct 198, who have also a connection with Institutions for the Blind, from our total of 3436 we have 3238 "outdoor blind" on

the rolls of our Societies. When we add to these 758, who are employed or being educated in the Asylums or Institutions for the Blind in Scotland, we have a total of 3996 blind persons who can be accounted for either as in institutions or in their own homes as "outdoor blind."

It will be seen from what I have already said that the term "outdoor blind" is used as a broad and convenient term to distinguish the blind who are dealt with directly in their own homes from those persons, young or old, who are dealt with in Asylums or Institutions for the Blind. There is a popular belief among the general public that all the blind are cared for by the various Blind Asylums and Institutions of our land, and though such a belief is not held in such a Conference as this, yet to many the large numbers outside our Institutions form a veritable *terra incognita*, in which somehow they live and move and have their being. My attempt to-day is to try to people this territory of the blind so far as Scotland is concerned.

At this point I may say that it was not possible for me to elicit and include particulars of the Home Teaching Societies in England, Wales, and Ireland. There may be points of similarity and points of difference, and I trust the brethren from over the Border and across the Channel will bring out these points in the course of the Conference.

THE SOCIETIES AND THEIR WORK.

There are in Scotland ten Societies or Missions, so distributed as to practically cover the whole country. These are formed into a union for mutual conference and helpfulness, called the "Scottish Outdoor Blind Teachers' Union," and there is no overlapping of territory either in our work or in our soliciting of subscriptions. The populous towns and districts, in the nature of the case, are more frequently visited, but even the most inaccessible parts are not forgotten. When I mention that regular visits are made in Islay, Skye, and the

Hebrides in the West^d, and that the Orkney and Shetland Isles are not lost sight of, it will be seen that an attempt is being made to keep in touch with the widely scattered areas which our Societies seek to cover. In carrying on this work there are twenty-four paid missionary teachers and helpers, of whom five are themselves blind, besides a large number of voluntary helpers. When these Societies and Missions were first started their chief aim was to seek out the blind in their own homes, and teach them to read in the raised type, with the special end in view of providing them with the Scriptures and other religious books. With this teaching there was combined such counsel and helpfulness as could be given in the course of the home-visitation. The conception of our relationship to the outdoor blind has broadened by the very necessities of the case, and the social, intellectual, and temporal needs now receive a large share of attention from our Societies. Behind all these additional activities, however, we find in meeting the needs of the blind that the religious note must still be a dominant one, and while sect or denomination is no barrier to any help we can offer, our missionary teachers seek to realise that they are bearers of a message that brings light to those who sit in darkness, and tells of a Divine pardon to all who feel a sense of sin.

I shall now proceed, in the time at my disposal, to make some brief notes on various features of our work as detailed in the supplementary statistics to be found in the appendix.

READERS AND LIBRARIES.

Of the 3436 on our roll in Scotland, 1646 have been taught to read in the Moon or Braille types, being 48 per cent. of our total roll. Each Society has a Free Lending Library of its own. The total number of books in our ten libraries at present is 12,466 Moon and 4868 Braille, a total of 17,334 volumes. The number of

volumes issued last year was 8799 Moon and 6505 Braille, a total of 15,304 volumes. This does not include the circulation of Braille magazines, which are taken in and issued by nearly all our Societies. It will be seen that while the number who have been taught Moon is the largest, the number of Braille books issued has been proportionately larger than that of Moon, and in one district the issue of Braille exceeds the Moon. As might be expected, the Braille readers are the younger and more intelligent, and every encouragement is given to extend the use of this system in all suitable cases. It is to be hoped, however, when changes and alterations are being proposed, that the circumstances of the many readers in such societies as ours will be kept in view, as changes which might seem reasonable from a purely educational point of view might only hinder or hamper the use and extension of Braille among our Home Teaching Societies. The Moon system still holds a distinct place in home teaching, and may be considered indispensable for many of our people. If we had only the Braille to offer, large numbers of the blind would be deprived of reading which is both a pleasure and a comfort to them. The difficulty of inducing many of the class of blind we meet to begin reading at all, and the unwisdom of unduly forcing our teaching irrespective of all the circumstances of the case, make us glad that we have such a system to keep before our people. The improvement in the character and quality of recent additions in the Moon type will, if maintained, do much to secure a continuance of interest on the part of those who have been taught by this system.

For many years past the Mission with which I am associated has carried on an annual competition in Moon and Braille reading, and in Braille and pencil writing. Two silver medals and money prizes are competed for, and a distinct circle of readers is influenced by the healthy rivalry created among them.

It is well that each Society should have a Free Lending Library of its own, and that the distribution of books should be identified with our Societies. In recent years there has been an increasing disposition on the part of our public libraries to give some attention to the blind by providing some books and magazines for them.

It is therefore of some importance at the present time that it should be impressed on the committees of our Corporation and Public Libraries, that the mere placing of such books on their shelves will never meet the needs of the blind. The experience of a number of such libraries proves that the books are seldom asked for. It is therefore alike interesting and suggestive, that some of our most experienced librarians are realising that the organisation and machinery of such Societies as ours provides the best channel for the books getting right into the homes of the blind. Another fact which they are recognising is that it is through the work of our teachers that the large number of readers is created, and that the contact and influence in the home is a most important factor in sustaining the interest of readers.

Two years ago the directors of the Mission in Glasgow approached the Libraries' Committee of the Glasgow Corporation and were able to make these points clear, with the result that the Corporation agreed to provide books in Moon and Braille to the value of £200, which, while remaining the property of the Corporation, were to be placed on the shelves of our library and circulated by us. The Society in Edinburgh has also made an arrangement with the Corporation Libraries' Committee, with the result that the books and magazines on their shelves have been passed over to the Home Teaching Society, and provision also made for annual additions. It would be well if the Societies in all our larger towns and districts noted these facts and endeavoured to secure the same recognition and co-operation from all our Corporations who have Public Libraries.

EDUCATION AND TRAINING.

I do not require to deal with this point, as it has received a distinct place in this Conference already. In Scotland the responsibility for providing elementary education lies with the School Boards, who must provide education either in their own schools or at some school for the blind. Both methods are followed in Scotland, and there is a place for both. The importance of provision for training after sixteen years of age is reached has been pressed by the Scottish Societies for a number of years, and again more recently in view of a new Education Bill for Scotland. I can give instances in my own district of a number who have completed their elementary education, but who are now drifting because they cannot find entrance into any Institution for the Blind to secure industrial training. There is need for something being done. I feel, however, that though the Government was providing such training, at least so far as industrial training is concerned, that we will only be increasing the number of trained workers for whom employment cannot be found, and that a louder cry for Government and municipal workshops will be the necessary outcome.

EMPLOYMENT.

The question of employment, so far as the outdoor blind of Scotland is concerned, is employment apart from Institutions. It is because Institutions can only deal with a small proportion of the blind that our Societies have this question of employment forced on them in so many ways. The difficulties are great, because the circumstances and the need are so varied, but it is there, and the needy ones are continually knocking at our doors. The request for immediate employment is so pressing that anything that can meet the situation should be welcomed. The Societies in Scotland have never started workshops on

their own account. They have always felt that workshop employment was the function of the Institutions and Asylums, and have tried to do their part in securing employment along other lines. At best, the case can only be met partially, but we are glad that there has been "something attempted, something done," which has at least been a contribution towards the solution of the problem of employment for the blind.

IN SITUATIONS.

A reference to the appendix will show the general lines on which occupations are found, and by means of which not only is self-respect preserved, but a useful activity promoted. It will be seen that 117 are employed in situations of various kinds. In many cases these have been secured through the influence of our Societies and the kindly interest of employers. In most cases such employees are only partially blind, but in all cases they are defective to such an extent as to be unable to read ordinary type.

The risks to employers under Workmen's Liability and Compensation Acts is making it increasingly difficult to find any employment, and yet the variety of situations which are secured is somewhat remarkable. Among the men we find missionaries, commercial travellers, stair lamplighters, night watchmen, straw-rope makers, bolt and nut cleaners, bottle washers, and labourers. Among the women we find a factory worker, a hair-teazer, a pin-winder, and a soloist in the Salvation Army.

TRADERS.

It will be seen from our statistics that the largest proportion of men we are brought into contact with lose their sight near or after middle age. Even if an opening could be found for such in an Institution workshop, it might mean the break-up of a family who are finding

employment in the neighbourhood where they reside. In very many cases the clamant need is some way of securing an immediate income. If this is not secured soon, there follows an application to the Parish Council for help, or the drifting into the class who maintain themselves by simply begging, or by continuous applications for casual help. The experience of our Societies has shown that in such cases, if the general health of the applicant is good, and there is a reasonable amount of capacity, help to begin some simple form of trading is the best way in which assistance can be given. Where a sufficient amount of energy and perseverance is forthcoming the results are generally quite encouraging. It will be seen that 313 are engaged in various forms of trading and business. Some of these have been in circumstances to help themselves, but the most have been assisted by our Societies. It will be easily seen that some judgment must be shown in selecting cases for this kind of help. Even among the most likely it has all the risks of an experiment. There are a proportion of failures, but these arise mainly owing to a want of capacity or a lack of perseverance. Experience has proved that the large proportion justify the assistance they receive to enable them to preserve their self-respect and independence.

The forms of trading most generally engaged in are smallwares, tea, and drapery goods. These are most easily started, and bring in an immediate return, which additional experience and assiduity make an increasing one. The varieties of occupations engaged in are often suggested by some experience before they lost their sight, and in other cases by the individuality of the trader himself. We have traders in coal and firewood, fish, fruit, and earthenware; some trundle the lowly barrow, while others aspire to the dignity of a pony and cart. Some have to secure and pay for guides; others, more favoured, have active wives or members of their families, whose help and

co-operation greatly facilitate their business. Among the forms in which others are engaged we have cutlery, sawdust, books, oil, photographs, and other articles. Among the blind, as among the sighted, energy and diligence have their reward. I could give selected cases from among those whom we have helped who are now reaping large incomes, and some who have retired with a competence. They, as well as those who have to be content with a bare livelihood, alike prove the value of kindly interest and timely help when such help can be turned to the best account.

As to the actual results of such trading as I have referred to, our experience has been such as to show that the money expended in this way has yielded an ample return.

The Directors of the Mission with which I am connected have for many years made a special feature of giving grants to suitable cases to assist in some form of trading. Our area embraces town and country, and includes the largest proportion of that class of applicant whose first and chief concern is as to how they may make a living. A schedule of application has to be filled up, the circumstances are personally investigated by the superintendent and the missionary, and the applicant appears in person, when his case is considered by the Directors. Grants are given, according to the special need, from £2 to £10. Last year the sum of £207 was expended in this way. We have at present 190 traders on our roll who are carrying on trading as the result of grants received from our Society. In a number of cases help has been repeated to tide over times of difficulty. Several investigations have shown that the average income of these traders is 10s. per week. This represents a total annual income of £4949. We are warranted in believing that the other 123 traders would show a similar average, which would bring the total incomes of these 313 traders to £8147.

This result is gratifying to the traders themselves, and represents a very distinct contribution to the incomes of the blind of Scotland.

MUSIC TEACHERS, ORGANISTS, AND TUNERS.

It is an interesting fact that 86 blind persons are known to us in Scotland as following various branches of the musical profession. The largest number of these have been trained in the Royal Normal College in London, and many have been assisted in getting their training by the local committee of the College and the help of the Outdoor Missions. Those sent to Norwood are, of course, selected cases, and the results have generally been very satisfactory. Inquiries I have made bring out that nearly all who have been trained for music are able to maintain themselves, while there are several brilliant successes. One result of inquiry I have made also shows that few have lost their position and self-respect, or drifted into the vagrant or mendicant class.

Unless in Craigmillar School in Edinburgh, training in music beyond the elementary stage is not provided for in Scotland. In view of the number who find reasonable incomes from this source of employment in Scotland, it suggests the question whether an adequate musical training could not be provided for blind pupils without crossing the Border, and also whether a less costly training is not possible. This is a question for those who may have the requisite practical and expert knowledge.

OTHERWISE EMPLOYED.

I have made up a column including those employed in other ways. This is a kind of *omnium gatherum*, and includes those who are engaged in what may be called "home industries." Very few of these were trained in Institutions, or follow the occupation for which they were trained at their own homes. This, however, is not

at all usual in Scotland. Several have special employments in which they find a living. In one district the making of fishing and lawn tennis nets gives employment to a few, one man has a hen farm, another is engaged in breeding pigs, two are engaged in farming; one makes leather tabs for mattresses, another makes iron skewers for butchers. A man in Islay engages in lobster fishing, and another in Glasgow makes a good income by manufacturing clasps and hasps from old meat tins. Such employments show an amount of alertness and inventiveness that is most praiseworthy, and suggest a field of possibilities for those who care to work their minds round the problem of possible employments for the blind. I expect that in such a Conference as this the suggestion of the possibility of some modification of the "Saxon" system in co-operation with existing Institutions will be set aside by many as impracticable. The difficulties are doubtless great, and yet I think the possibility of such developments should not be shut out from the view of those who manage our Institutions.

The largest number of those whom I have described as "otherwise employed" are women, and are engaged in knitting in connection with our different Societies. Various methods are taken to dispose of the work done, but I am not able to give the complete financial results. In Glasgow, where a large number of needy women are to be found, this department of work is thoroughly organised by the Ladies' Auxiliary to the Mission. A shop for the sale of knitted goods and a class-room for those who can conveniently make use of it form part of the premises. Wool is supplied, and payment is made for the knitting, which is done by the women in their own homes. £408 was paid last year to 150 knitters for work done, the Ladies' Auxiliary taking the responsibility of disposing of the varied stock of knitted goods in their sale shop. Specimens of the work done may be seen in the present exhibition.

STREET BEGGARS, MUSICIANS AND READERS.

I have put the 129 who make their living on the streets in a class by themselves. They include those who have drifted from Institutions and other employments, but who took to the streets in the prospect of a free and easy way of living. In most cases the influences are entirely demoralising. Among the best of them a distaste of any steady work is a marked feature, and though attempts have been made, we can scarcely point to a successful experiment in lifting one from the streets into any regular employment. A knowledge of the habits of living of those who have taken to the street will prevent a too sweeping condemnation. We have known street musicians and readers who preserved their respectability and character, but the temptations to indolence and dissipation are so great that every effort should be made to prevent such a way of living being adopted. I should like to have the experience of those who know our large English cities as to any way of dealing with this class of our blind.

NOT EMPLOYED.

The numbers on our roll whom I have classified as "not employed" are the largest number on our roll. I must, however, content myself with brief remarks on these. It is among this class that poverty and suffering are met in their most pressing forms, and it is here that the benevolent as well as the spiritual resources of our Societies find their largest outlet. As I shall refer before closing to the benevolent side of our work, I merely note this in passing.

We are to have a paper this afternoon dealing with our relationship to "Boards of Guardians," or, as we know them in Scotland, "Parish Councils." I will not therefore dwell on the position of the 333 persons who are inmates of our poorhouses. We have a large number who are in receipt of outdoor relief, and, on the whole,

the Parish Councils are very reasonable in considering the applications of those who are in need of help from them. I think in all cases where our respectable poor blind people are struggling on the margin of utter poverty every effort should be made to enable them to preserve their self-respect and maintain their little homes. Where the circumstances, however, are not such as to warrant outdoor relief from the parish, I am glad there are such shelters as our poorhouses. Cleanliness and regularity (in too many cases somewhat neglected virtues) become part of their lives, and when they get over the restraints of an enforced discipline and the monotony of an unwonted confinement, they find their life in many ways an improvement on former insanitary surroundings. I would, however, plead for such discrimination and separation as would secure that the respectable and the vicious should not be herded together in the wards of our larger poorhouses in a way that seems alike inconsiderate and uncalled for.

THE AGED AND INFIRM

Are a large part of our number, and perhaps no class need or appreciate the services of our Societies more than they. Whether in the brightness which the visit of the missionary teacher brings, the comfort and pleasure which our circulation of books afford, or the kindly help extended to meet the need of the day, we feel that such ministrations are of the kind "that blesseth him that gives and him that takes." The helpfulness to such as these would itself be a reason for the existence of such Societies as ours.

Of the number returned as housekeepers I would say a single word. It is scarcely fair to describe these as "not employed," though not in receipt of regular wages for their work. Their value in home helpfulness is very great, and their part in the domestic sphere is quite an important one in keeping house and home together. They are, of course, mostly women, but a number of them are men, and very creditable housekeepers some

of them make. They have found their niche there, and quite as much as the wage earners, though in another way, they keep the ideal of the poet before them—

“To mak’ a happy fireside cline
For bairns and wife,
That’s the true pathos and sublime
Of human life.”

Those returned as “no employment available” include those who are in circumstances to keep themselves, and also some who, because they are in receipt of small allowances from Friendly Societies, would not be permitted to work. It also includes, however, a number who, while able to work, but unsuitable for any form of trading, could do some simple form of labour if it could be offered to them. If our Institutions could devise and provide some simple form of employment that would not require long training they would meet the case of many middle-aged men who can at present scarcely be kept out of the poorhouse. This could be better done by well-equipped Institutions than it could possibly be by smaller and less responsible agencies. I do not know if any at this Conference can tell if this is already done to any extent.

BENEVOLENT HELP.

The proportion of our “outdoor blind” who need temporal assistance is very large. This is specially so in the larger cities and towns, where the greater number of the poor and needy find their way. This kind of help reaches them in two ways, either directly from the funds of our Societies or indirectly from other charities and societies for which their circumstances make them eligible. In both ways our Missions and Societies are able to help them, and to smooth the path of the poorest among our blind. The regular visitation in the homes of the people ensures that any help thus given is dispensed with knowledge and sympathy, and the counsel and advice of our agents at such times is often helpful in other ways.

The benevolent help given takes various forms. Periods of sickness and want of work are tided over; timely gifts of coal, clothing, or food are given, and casual help in other ways. We are glad to assist in securing help from other charities and benevolent funds, and do what we can in this way. Scotland is not favoured as England is, with Pension Funds for the Blind, and of the Pension Societies for which the Scotch are eligible, not much comes over the Border. Our Societies have the machinery, but not the means to deal with this matter of pensions, though they have no lack of suitable cases. Glasgow and the West of Scotland is the only Mission that has put this method of help into operation. For a number of years they have been able to help in this way. Last year, from the funds of the Mission and the Ladies' Auxiliary, £660 11s. was disbursed in monthly aliments of varying amounts. In various forms of benevolence £2500 was given by our Societies in Scotland directly to the blind, and we know of at least an equal amount that reaches them from other charities. I would here plead for a Pension Fund for the Blind of Scotland, speaking as I do in the capital of the land. When "age and want, that ill-matched pair," are added to loss of sight there is a trio of troubles that calls loudly for relief, and if any steward of God's bounties wishes to keep his memory green, he could not found a better scheme than a Pension Fund for the Blind of Scotland.

AUXILIARY AGENCIES.

Efforts are made to touch the needs of the "outdoor blind" at many points. Social and tea meetings are given at intervals, and summer excursions and holidays provided for. Lines for infirmaries and convalescent homes are secured for those who need them. In Glasgow and district we have four "Blind Men's Reading Clubs," at which sighted friends read the news of the day and general literature. We have Ladies' Auxiliaries who find

a sphere specially suited to them in caring for the interests of the women.

In the West two country cottages have been gifted by interested ladies, where eight women at a time can have a free holiday. This week there is being opened in Glasgow a small home, under the charge of a caretaker, with seven apartments let at low rents to selected women, in which they will have a comfort and environment such as they could not have in poorer class tenements.

CLOSING WORDS.

In closing this paper there are two observations I wish to make, but which I will not expand. I trust I have been able to show that there is a definite field of work among the "outdoor blind," and I have tried to tell how we are endeavouring to do that work in Scotland. Would it not be possible for the Home Teaching Societies and others that deal with the blind outside our Institutions in England and Wales to organise some simple Union through which such information as to work and methods might be available as would be mutually helpful to all the Societies? Again, we are met together here as those who are engaged in different departments of work among the blind. But our work is a common work. We who are engaged in Missions and Home Teaching Societies have a sphere which in its own humble and unobtrusive way deals with the largest number of the blind and with whom the Educational Institutions and Workshops cannot deal. By recognising our respective spheres we might be more mutually helpful to the cause of the blind. Co-operation in regard to anything that would provide employment for the greatest number, and a wider outlook on the needs of the blind as a whole, would bring our Institutions and Workshops into closer touch with those who are trying to face the problems that emerge from daily contact with the poorest and the neediest. Those problems in regard to education,

NAME OF ASSOCIATION OR MISSION.	Founded.	Total Numbers on Roll.			Number on Roll under 16 years of age.												Number on Roll Employed.														
					At Institution Schools.			At Board Schools.			At Home.			Totals.			In Situations as Wage Earners.			Trading on own Account.			Music Teachers, Organists, and Tuners.			Otherwise Employed.			Totals.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Glasgow and West of Scotland—City Districts,	1859	486	373	859	8	2	10	15	9	24	5	4	9	28	15	43	51	12	63	81	3	84	20	4	24	14	109	123	166	128	294
Do. do. —County do.,	...	370	309	679	3	2	5	7	6	13	6	1	7	16	9	25	18	2	20	92	14	106	13	...	13	20	28	48	143	44	187
Edinburgh and South-East of Scotland, -	1857	208	245	453	...	...	...	1	...	1	1	2	3	2	2	4	9	5	14	36	4	40	6	4	10	9	6	15	60	19	79
Inverness—Northern Counties, -	1867	184	217	401	9	10	19	...	...	...	...	...	...	9	10	19	...	...	...	2	2	2	...	2	2	8	5	13	10	7	17
Aberdeen—City and County, -	1880	139	153	292	...	...	...	5	3	8	3	1	4	8	4	12	3	1	4	2	4	6	2	2	4	18	25	43	25	32	57
Dundee and Lochee, -	1879	79	94	173	...	...	...	...	1	1	1	2	3	1	3	4	2	1	3	19	4	23	8	...	8	3	5	8	32	10	42
Forfarshire and South Kincardineshire, -	1869	40	100	140	...	...	...	...	1	1	...	1	1	...	2	2	1	...	1	2	...	2	6	...	6	4	35	39	13	35	48
Perth—City and County, -	1866	50	65	115	2	...	2	...	1	1	1	...	1	3	1	4	2	2	4	...	7	4	...	4	...	5	5	13	7	20	
Stirling, Clackmannan, and Linlithgow-shires,	1866	57	59	107	...	4	4	3	3	6	...	1	1	3	8	11	4	...	4	23	3	26	5	...	5	...	11	11	32	14	46
Fife and Kinross-shires, -	1865	51	60	111	3	3	6	...	...	...	1	...	1	4	3	7	3	1	4	4	1	5	3	2	5	1	10	11	11	14	25
Dumfries and Galloway, -	1882	62	44	106	1	...	1	1	...	1	1	...	1	3	...	3	...	...	12	...	12	5	...	5	14	5	19	31	5	36	
		1726	1710	3436	26	21	47	32	24	56	19	12	31	77	57	134	93	24	117	278	35	313	74	12	86	91	244	335	536	315	851

		Number on Roll not Employed.												On the Street.			Readers and Library.											
		Infirm.			In Poorhouse.			Housekeepers.			Able-bodied Unemployed.			Totals.			Beggars, Readers, Musicians, etc.			Taught to Read.			Volumes in Library.			Issued Annually.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Moan.	Braille.	Total.	Moan.	Braille.	Total.	Moan.	Braille.	Total.
Glasgow and West of Scotland—City Districts,	...	83	57	140	28	40	68	16	102	118	21	7	28	148	206	354	58	9	67	439	300	739	2402	1546	3948	3614	3691	7305
Do. do. —County do.,	...	82	89	171	51	50	101	1	100	101	18	11	59	182	250	432	16	4	20	...	...	...	...	...	...	...	...	...
Edinburgh and South-East of Scotland, -	...	72	50	122	22	40	62	7	101	108	23	31	54	124	222	346	22	2	24	177	66	243	2230	528	2758	1364	1176	2540
Inverness—Northern Counties, -	...	92	122	214	2	5	7	...	6	6	51	62	113	145	195	340	...	...	...	102	53	155	2000	1050	3050	400	120	520
Aberdeen—City and County, -	...	16	76	122	5	8	13	...	4	4	30	39	69	81	127	208	5	...	5	80	50	130	960	240	1280	700	150	850
Dundee and Lochee, -	...	16	8	24	20	25	45	...	48	48	4	...	4	40	81	121	6	...	6	56	15	71	677	57	734	603	337	940
Forfarshire and South Kincardineshire, -	...	19	50	69	8	9	17	...	4	4	...	...	...	27	63	90	...	...	...	45	12	57	1650	350	2000	850	350	1200
Perth—City and County, -	...	21	25	46	7	3	10	4	29	33	...	...	...	32	57	89	2	...	2	45	27	72	689	429	1118	308	215	523
Stirling, Clackmannan, and Linlithgow-shires,	...	16	11	27	2	...	2	2	14	16	4	1	5	24	26	50	...	...	...	60	14	74	960	386	1346	318	281	599
Fife and Kinross-shires, -	...	16	21	37	3	4	7	...	10	10	15	8	23	34	43	77	2	...	2	32	19	51	350	62	412	300	60	360
Dumfries and Galloway, -	...	13	21	34	8	...	8	3	12	15	1	6	7	25	39	64	3	...	3	38	16	54	548	220	768	342	125	467
		476	530	1006	156	184	340	33	430	463	197	165	362	862	1309	2171	114	15	129	1074	572	1646	12466	4868	17334	8799	6505	15304

The figures contained in these Tables are as at 1st January, 1905.

employment, benevolence, and moral wellbeing, are greater than our existing agencies are able to cope with, but we may together help by better methods and more intelligent and sympathetic co-operation to reach towards a better day for the blind in all our nationalities.

APPENDIX.

THE BLIND OF SCOTLAND.

	Males.	Females.	Total.	Males.	Females.	Total.
Census Return, 1901, - - -	1666	1587	3253			
Add Natural Increase (3 years) to 1904, - - -	55	53	108			
				1721	1640	3361
Number on Roll of "Outdoor" Societies, - - -	1726	1710	3436			
* <i>Less</i> connected with Institutions, - - -	163	35	198			
				1563	1675	3238
Number employed in Institutions, - - -	409	136	545			
Number being educated in Institutions, - - -	107	106	213			
				516	242	758
On Outdoor Rolls as readers connected with our Libraries.				2079	1917	3996

The difference between Census Returns and above totals is interesting, and is doubtless explained by the fact that many on our rolls do not return themselves as "Blind" on Census Papers.

ABSTRACT OF "OUTDOOR BLIND" IN SCOTLAND.

As per Detailed Tables on inset.

	Males.	Females.	Total.	Males.	Females.	Total.
Total on Roll as above, -				1563	1675	3238
Accounted for as follows-						
Children under 16 years, -	51	36	87			
Employed as detailed, -	536	315	851			
Not employed do., -	862	1309	2171			
On Street, do., -	114	15	129			
				1563	1675	3238

AGE AT WHICH SIGHT WAS LOST.

Returns have been received from six Societies, representing 2497 blind persons, of which details are given below. The districts are so large and representative that the average may be accepted for the whole of Scotland.

Lost Sight.	Males.	Females.	Total.	Per-centage.
Under 16 years of age, - - - -	297	280	577	23·1
Above 16 and under 30 years of age, - -	234	199	433	17·3
Above 30 and under 50 years of age, - -	398	259	657	26·3
Above 50 years of age, - - - -	372	458	830	33·3
	1301	1196	2497	100·0

EMPLOYMENT FOR OUTDOOR BLIND.

The statistics given on inset indicate in a general way how a large number of the outdoor blind find employment. It is very difficult to estimate what the result in income may amount to. Inquiries as to those engaged in trading by the Glasgow and West of Scotland Mission show the following result:—190 are at present engaged in various forms of trading, almost entirely as the result of aid received from the Mission. The results of this trading work out at an average of 10s. per week, or a total amount of £4949 per annum. If we average the remaining 123 traders in Scotland at same rate, we get an additional £3198 per annum, or a total for the 313 traders of £8147 per annum.

This is apart from those who are in situations as wage earners; the amount earned in this way we are unable to estimate.

BENEVOLENT HELP.

All the Societies in Scotland give benevolent help to a greater or less extent. Apart from the upkeep of the Societies and agents, which is in a very real sense a benevolent work, the sum of £2500 has directly reached the outdoor blind of Scotland from the benevolent funds of the various Societies during the past year.

In addition to this, every effort is made to secure help from charitable and pension societies, whether specifically for the blind or otherwise, and it is known that at least an equal amount is paid to the blind through these channels. This is apart from any outdoor relief received from Parish Councils.

PENSIONS AND ANNUAL GRANTS FOR THE OUTDOOR BLIND.

Apart from public charities and pension societies for the blind, there are only two sources from which such help is given. The Glasgow and West of Scotland Mission to the Outdoor Blind gave monthly aliments amounting last year to £368 5s., and the Ladies' Auxiliary of the same Mission £292 6s., a total amount for the year of £660 11s. The Royal Blind Asylum in Edinburgh have also an "Outdoor Fund," and last year 140 persons participated in this fund to the amount of £500.

Rev. THOS. BURNS—I beg to move a vote of thanks to Sir Wm. Turner for occupying the chair this forenoon. ("Agreed.")

The discussion on Mr. Bryden's paper was adjourned until the afternoon session, as it was nearly one o'clock.

 Afternoon Session.

DISCUSSION.

Sir Colin G. Macrae, W.S., in the chair.

Mr. NESS (Edinburgh)—We are greatly indebted to Mr. Bryden for his excellent paper describing the work carried on in Scotland amongst the blind outside Institutions. I was touched by his reference to my predecessor, Mr. John Brown. To his perseverance and passionate ardour for the good of the blind may be ascribed the fact that in Scotland there have been established missions to the outdoor blind, whose operations extend from Dumfries to John o' Groats, and to many of the islands that surround our coast. From his appointment, when the work was originated in Edinburgh in 1857, to the day of his death, the one absorbing passion that characterised all his actions was the wellbeing for time and eternity of "his people," as he called them. Our discussions at this Conference have till now been devoted principally to the consideration of what could be done for the benefit of two classes, viz., the young, and those whose qualifications fit them for Institutions. Mr. Bryden's paper, as well as the supplementary facts tabulated and put in your hands this morning, speak of another class. That class, you will observe, is in Scotland three times more numerous

than these others. By the Education Act the School Boards are responsible for the young, but in our travels we find that not only have we to educate the parents in regard to their duties, but also the members of the School Boards. The Braille system has opened up the way for a thorough education being given. We, as missionary teachers, are greatly cheered by the results among the adult blind. Here is the testimony of one in middle life—"Dear Mr. Ness,—I cannot refrain from expressing my gratitude to you for teaching me to read and write the raised type. Blindness is a great affliction, and is felt more keenly by those who, like myself, have so long enjoyed the blessing of sight. Being unable to engage in the active duties of life, and compelled to spend a great part of one's time in solitude, the hours move slowly and wearily on, and one broods over one's hard lot, and sinks into despondency and almost despair. Such were my feelings until, through your assistance, I learned to read. How different now. Thanks to your excellent library, I can dispel the gloom of my own thoughts with the brighter and more exalting thoughts of others, and in the pages of history, travel, or romance, forget, for the time at least, that I am blind.—I am, yours truly, J. W. M." Regarding our libraries, all our societies are doing their best to keep them up to date; and speaking for our Edinburgh and South-East of Scotland Society, I may say we are greatly indebted to numerous ladies who, by Braille writing machines and by the ordinary Braille frames, produce numerous books which otherwise we could not get. I myself, as the result of a drawing-room meeting held in the month of March, so interested some that I have had the privilege of instructing four ladies in the writing of Braille, and from them I expect numerous additions. We also employ several Braille copyists, paying them at the rate of 1½d. per sheet. We grant you that it is not much, but without this they would be earning nothing. Mr. Bryden made reference to our connection with the Public Free Library. By the arrangement made about twelve months ago, ninety Braille volumes were transferred to us for distribution. We have had several additions since. We receive hand-written Braille books from the Glasgow Mission. They are copied by our copyists, and additions also made in this way. We receive every book that is issued in the Moon system as it comes from Mr. Niederhausern's establishment at South Shields, and from Brighton through the hands of our good friend Miss Moon. Many would be left in darkness did the Moon cease to shine. We are not prejudiced in regard to any system. The question is, what is good for our blind? Regarding employment, we have the same difficulty to contend with as you have in your Institutions. To know the kind of

work suitable to each, to get the necessary funds to start them in it, and to dispose of the work when it is finished, are, I think, your difficulties, and they are ours also. Regarding pensions, I am sure every one of you was pleased to hear of what the Glasgow Mission is doing in this way, and I would also refer you to the good being done by the Royal Blind Asylum in Edinburgh. All the missionary teachers in Scotland are alive to the necessity of pensions, from Government or otherwise, for our blind people, and we try to take advantage of all the charitable organisations and funds for which our blind are eligible. Following the example of Mr. Meldrum, of Aberdeen, a few years ago I secured a pension from an English charity. Just a word about statistics, and that in its bearing on England. Of the 80 Missions or home teaching societies in the United Kingdom, 10 are in Scotland, a few in Ireland, leaving, I would suppose, between 60 and 70 for England and Wales. From our experience in Scotland, it seems to me there must be a large number of blind across the Border for whom nothing is being done. I would strongly advise our friends to get into touch with one another, form a union, as we have done in Scotland, and find out if this is not the case.

Miss Moon (Brighton)—Mr. Chairman. I thank you for giving me an opportunity of briefly telling this Conference of the extension of the "Moon" type at home and abroad since the last Conference in London three years ago. I take it for granted that all present are acquainted with the type for the blind invented by my father, the late Dr. Moon, which he arranged in four hundred languages and dialects, also that the plan of home teaching was instituted by himself and friends for the purpose of sending teachers to the homes of the blind, teaching them to read, and lending them books free of charge. There are now eighty societies carrying out this object in the United Kingdom, eight in America, four in Australia, and one in New Zealand, and it is estimated that not less than 100,000 volumes are lent annually to the blind by these agencies. In Brighton, where the books in the "Moon" type are prepared, there is a large establishment, and during the last three years 6000 stereotyped plates were made, comprising English, Tamil-Hindustani, Ningpo, Armenian, and Armeno-Turkish languages, making more than 70,000 since the commencement of the work, all of which are stored away for future use. The British and Foreign Bible Society has very kindly paid the half-cost of many of the foreign Scriptures, and the American Bible Society is meeting half the cost of preparing the plates in the Armenian and Armeno-Turkish languages. The call for the "Moon" type has greatly increased since the last Conference, which is an encouragement to us, and there is a very bright prospect

of the adult blind—which form at least 75 per cent. of the blind population—being reached and taught to read by means of this simple type. There are many thousands of readers in the different countries that have adopted and enjoyed the use of it since its invention in 1847. This does not clash in any way with the Braille system, but provides reading for the large number of the blind needing just such a type as the “Moon.” The Americans are now doing their utmost to give to their adult blind population the benefit which for nearly sixty years has been the privilege of the English people. They have had the Boston and dotted systems in full operation for many years, but their adult blind have been comparatively uncared for as regards reading. Now, however, this state of matters is passing away, and before long I doubt not home teaching societies for the blind will be found in every State of the Union. I must not omit to mention that the exhibit which the Pennsylvania Home Teaching Society for the Blind made at the St. Louis Exhibition, of embossed books, maps, and pictures prepared by the “Moon” Society, was awarded the gold medal, and during the last few months the work of the Pennsylvania and kindred Home Teaching Societies in America has progressed in a very wonderful manner. The Committee of the Gardner Trust, with their usual thoughtfulness for every good work in connection with the blind, have kindly promised to meet the cost of a new and improved embossing machine for the “Moon” Society. I would like to mention the good work that is being done by the Brighton Blind Relief and Visiting Society, which was instituted by my father in 1862, and is now under my care. The plan we carry out is very similar to that adopted by the home teaching societies in different parts of the kingdom, namely, sending a teacher who is blind to search out the blind, teach them to read, and lend them books free of cost. Nearly 1000 volumes were lent in this way during last year. Two years ago I placed an entire set of the “Moon” type books in the Brighton Free Library, from which the home teacher now gets his supply. You will find, by looking at the exhibit in this hall of the “Moon” type, how varied is the literature provided in English, and a few specimens in foreign languages prove the suitability of this system to all languages and dialects. I would desire that the merits of this type, which has been in use so successfully for nearly sixty years, and the usefulness of which has not one whit diminished, should be fully recognised, more especially in its special work of enabling the majority of the adult blind to read for themselves. I invite all who are wishing to know more of this system not only to take away with them specimens of the alphabet and reading, but to communicate with me at the headquarters of the “Moon”

Society, of which I am the hon. secretary, at 104 Queen's Road, Brighton.

Mr. J. J. PLATER (Birmingham)—The paper now under discussion was a magnificent effort, and most practical in its suggestions. I should like to say how much I admire the speech of Miss Moon, because I believe that reading gives a great delight and pleasure to people who lose their sight in the middle or evening of their lives, and are past learning the Braille system. I wish it to be clearly understood that the Braille system for the young and for educational purposes is the best that has been introduced into this country, but think of the comfort, the consolation, and the pleasure that the "Moon" system gives to thousands of middle-aged and aged people who are past learning the Braille. The paper gave suggestions as to employment for men and women who were too advanced in life to learn a trade. I have no less than a dozen men in my mind who had lost their sight in the middle of life, and were quite broken down. I suggested to them that they should sell newspapers. Wherever there is a community of people, a blind man can get a comfortable living in that way. I know of men to-day that do not get less than 35s. or 40s. a week by selling newspapers. I was introduced to a man who had lost his sight, and I put this newspaper selling question to him. I offered to go with him every night for a week, and to do the shouting for him, and so put the pluck into him. He said that he could not expect a person in my position to make such a sacrifice, and my suggestion put the pluck into him. He is now earning not less than from 35s. to 40s. a week. I respectfully suggest that every one interested in the blind incapable of learning a trade should encourage them to try the selling of newspapers.

Mr. ILLINGWORTH (Manchester)—I am anxious to impress upon you something I said in connection with my own paper, and that is that in England the outdoor societies are more or less detached and out of touch with each other; they do not make any united effort or receive information one from another at stated intervals with regard to the work that is being done. Consequently, the efforts being detached, and there being no union, they cannot be so successful as they would be if they had a union similar to what exists in Scotland, where a Conference is held every year and notes are compared. In England the majority of those employed and receiving payment as outdoor teachers are blind; the reverse is the case in Scotland. I should like to know how many are blind in Scotland. That is a matter in which I think the people north of the Tweed can learn from those in the south. I know of no employment

more suitable for the blind than that of visiting the blind in their own homes.

Mr. T. J. MULHOLLAND (missionary to the blind of Belfast)—I have the honour to represent at this Conference the Belfast Society for Home Mission Work among the Blind in Ireland. In connection with our work among the outdoor blind of Belfast, all blind in the city are within the scope of our Mission. The workshops and schools for the blind provide employment and tuition for adults and juveniles; but those outside these Institutions are more immediately the care of the Mission. We concern ourselves with the tuition of those who have had no opportunity for school facilities and those who have lost their sight in adult life. The systems in use are Moon and Braille. We do all we can to unite the blind by providing concerts, lectures, and meetings of various kinds, which are well attended and appreciated. The useful work done by the Mission is recognised by the management of both the workshops and the school. If only the various Institutions and Missions would define and recognise the spheres of their operations, and faithfully bear their part, co-operation would inevitably result. With common aims and common objects in view, it should not be difficult to act together, and the benefits from such co-operation would infinitely repay any small sacrifice to achieve this end. In Belfast we follow along the same lines as our Scotch friends in connection with home teaching and libraries. Our present stock of books is very limited; but we are hoping to be able to increase it soon. With regard to employment, we try to procure orders for knitting, thus enabling some to contribute a little to their own maintenance. By means of loans advanced by the Mission, several men have been successful in starting employments of their own. By means also of weekly allowances made by the Mission some have been able to find employment. There is a clothing guild in connection with the Mission, which meets a great need. Much comfort is secured to the poorer blind through its agency during winter and early spring. Mrs. R. B. Pim, founder and president of the Mission, was much interested in bearing of a Spectacle Mission at the London Conference of 1902, as the result of which a similar effort has been commenced in connection with our work. Though a short time in existence, it has called forth much public sympathy. Not only does the Mission try to help the blind materially, but it also endeavours to bring them into a definite knowledge of Jesus Christ. To do this a number of services are held each week in the home for the blind, as well as a cottage meeting, these being conducted by friends of the Mission, both lay and clerical. In connection with our visitation, much valuable assistance is rendered by a number of students from Queen's College and other friends, who devote some of

their leisure time in reading to, and conversing with, the blind in their homes, thus bringing much brightness into lonely lives. We have in connection with our work two homes for the blind—one for the women and another for men. These are presided over by a matron and an assistant matron, who spare no pains in trying to brighten the lives of those committed to their charge. There are in the women's home, roughly speaking, about thirty, most of them being maintained by Boards of Guardians, public subscriptions being essential towards the balance of the expenses. Most of the cleaning in this home is done by the blind women, reflecting great credit on them. Accommodation is found in the men's home for seventeen. Most of these are employed in the workshops, and contribute a minimum sum towards their maintenance. In the homes we have representatives from various parts of Ireland. There are very nice grounds at the back of these homes, where the blind may have plenty of exercise and drink in fresh air. All are very happy, often testifying to the many benefits which they derive from their stay in these homes.

MR. FREW BRYDEN (Glasgow)—I think that at a Conference of this kind we should be frank. Mr. Illingworth drew attention to the fact that the proportion of blind teachers in Scotland is very small. I know that many of our friends in England think that we are somewhat off the rails in that respect. In such a large society as ours in Glasgow we quite recognise the value of blind teachers, but in the country districts, where one man has to do everything, I do not think it would be wise to employ only blind agents. I might say that the societies in Scotland have always been against the bringing of the sexes together in any mixed meeting. There is no reason why a blind person should not go to his own church or meeting. I think we should encourage them to avail themselves of the opportunity of going to their own church instead of bringing them together to be addressed as blind people. I can give instances of results of a very unfortunate kind from mixed meetings held in Scotland.

THE CHAIRMAN (Sir Colin G. Macrae)—Before we proceed to the next business your secretary has allowed me two or three minutes to make a few observations as chairman of this meeting. I wish to say two things. In the first place, as this is the last diet of your Conference, and you are about to be released from your labours, which have been somewhat severe, I venture to say to you, as representing a large community, that we in Edinburgh appreciate very highly the honour you have done us in selecting this city for your Conference. We recognise it not only as a compliment, but as a great source of instruction, and I believe we are very much the better for

having your discussions conducted in our midst. I trust that your Conference has been as successful as you desired it to be. It appears to have been a very successful one; it has been largely attended by representatives from many parts of the world, as well as by representatives from our own country, and the discussions have been conducted on the most moderate and suggestive principles. I have not been able to be present at all your discussions, but those I have read about in the newspapers have shown me how very valuable and suggestive have been the ideas to which you have given expression. I did not mean to detain you, but there was one subject which you took up some time ago in which I am particularly interested. I do not know that it is quite fair to deal with a subject already referred to, but it gives me very great pleasure to hear that you are bent on improving the training of teachers throughout the country. I am satisfied that teachers who are to teach the blind must have a very special training indeed, and I cannot believe that can be properly carried out without one or more training colleges where these teachers can get their special instruction. I have just one other word to say. I have no connection with Parish Councils, but I have had for a very long time an intimate connection with education in this city. We had often to consider the case of the blind, and we felt that there was one difficulty in the working of the Act of 1893 which I do not know has yet been overcome—that is, dealing with the partially blind or those who are very closely approximating to blindness. The School Board at that time could not take any unless they were totally blind, and the result was that many who ought to have been saved from going to the extremity of blindness were lost. I feel that that is a matter requiring considerable attention in the country, namely, the dealing with those who are approaching blindness, and how they can best be saved from the last and worst results of their infirmity. In conclusion, I wish to say how grateful I am for the honour you have done me in asking me to occupy the chair. Mr. Munby, of York, will now move a resolution.

MR. F. J. MUNBY (York)—The resolution I have to move does not require a speech, nor will it involve a debate. I have to carry your minds back to the afternoon of Wednesday, when Mr. Norwood's paper was read. I have the honour to move—"That the Conference Committee be authorised to proceed on the lines indicated by the concluding paragraph of Mr. Norwood's paper on 'A Central Bureau and National Register, and the best means of bringing them into existence,' but that no action be taken in this matter within three months from this date."

Rev. ST. CLARE HILL (Leatherhead)—I beg to second the motion.

Mr. J. J. PLATER (Birmingham)—The impression I had was that the majority of the Conference was averse to proceeding on those lines. I think much good might be done, but still I do not think it is practicable in its present form.

Dr. A. W. G. RANGER (London)—I was under the impression that the sense of this Conference was entirely against the suggestion of the establishment of a Central Bureau. I think that the remit should be to see how far existing Institutions can be utilised for the purpose of a Central Bureau. One society at least, the British and Foreign Blind Association, which I represent at this Conference, is quite ready to place itself entirely at the disposal of the blind for any purpose whatsoever. We have no fixed limit, and our constitution is so arranged that we can alter it if necessary to meet the needs of the blind. There is therefore no need to create another Institution. I thought that was fairly the sense of the meeting before, and I therefore feel it my duty to vote against the resolution.

Mr. H. W. P. PINE (Nottingham)—I think there is some little misunderstanding, because this resolution does not commit this Conference to the establishment of a new organisation at all. It might be better if I read the concluding paragraph of Mr. Norwood's paper, which is referred to in the resolution. The paragraph was read.

Mr. F. J. MUNBY (York)—It is quite plain that the first object of the Committee will be to approach one or more of the existing organisations. Without going over the ground again, I may remind you that Mr. Norwood proved from the correspondence he had had a general feeling that one organisation or trust in particular should be approached. We afterwards heard that the trust was considering the subject. Until they have expressed the opinion which they have intimated will be expressed, it is undesirable that anything should be done by our Committee. Three months is ample time to allow for that expression of opinion to be given. That being done, there is little doubt, if co-operation were declined in that quarter, which Association would be approached, and there is no one who would be more willingly approached than Dr. Ranger and the Association he represents. I do not think we need spend more time on the subject.

Mr. J. J. PLATER (Birmingham)—I move as an amendment that the British and Foreign Blind Association be requested to work on the lines suggested in the last paragraph of Mr. Norwood's paper. They have all the means necessary to meet the requirements.

The CHAIRMAN (Sir Colin G. Macrae)—Do you move that the Committee be not authorised to proceed on these lines?

Mr. J. J. PLATER—Yes.

Mr. W. H. DIXSON (Oxford)—I beg to second that.

Mr. TOWNSON (Accrington)—I deprecate very much, indeed, that this Conference should raise this particular issue. I therefore move that we now vote.

Mr. W. H. TATE (Bradford)—I wish to point out the entire right-about-face which has taken place in regard to this question. It was assumed in arranging the papers to be read at this Conference that what had been agreed upon at the Conference of 1902 was to be now brought to a practical issue. For the information of those not present at the last Conference I may mention that this was one of the subjects upon which there was a strong desire that some steps should be taken. And why? Because the Royal Commission of 1889 were of opinion that there should be some organisation to establish greater solidarity among the different Institutions. This organisation is the one now designated the Central Bureau. Mr. Frew Bryden gave us this morning an illustration of what a Central Bureau is doing in Scotland. If, after all that has been done during the past sixteen years, we now turn round and shelve the question, we shall make ourselves the laughing-stock of the world.

The CHAIRMAN (Sir Colin G. Macrae)—There is a motion before us and an amendment. Do you wish to reply, Mr. Munby?

Mr. F. J. MUNBY (York)—Yes: I wish to explain to you, sir, that we are placing you in a very false position. You were not with us on Wednesday. Two existing organisations, for both of which we have the highest respect, were then mentioned, and we were told that one of them, whose name has not been mentioned this afternoon, is at the present moment considering this subject, and considering whether or not they would concur with our Committee in any action which might be taken. Further than that, it was most plainly indicated that it is highly probable, if not certain, that they will not so concur. Therefore there can be no doubt at all that the other Association will be approached. Of course, I cannot pledge myself.

Dr. RANGER then withdrew his amendment, and the motion, being put, was carried by a large majority.

The CHAIRMAN (Sir Colin G. Macrae)—Then there is a resolution with reference to Mr. William Harris.

Mr. F. J. MUNBY (York)—We have not the time to spare to pay compliments, but I would mention the name of Mr. William Harris, because I believe in doing so I am voicing the wish of

the Conference generally. I do not mention him because he is a personal friend of my own, whose friendship I have formed consequent on being brought into contact with him through this work, but I believe that this is your feeling, namely, "That a message be sent from this Conference to our friend, Mr. William Harris, expressing the regret of the members that he has been unable to be present, their appreciation of the good work he has done in this great cause, their assurance that the time and money he has spent during many years have laid the foundation for much good work done, and yet to be done, by many of the best friends of the blind, as well as by the blind themselves, and their hope that his suffering may be mitigated and his health may be completely restored."

Mr. J. J. PLATER (Birmingham)—I beg to second that motion.

The motion was carried unanimously.

Mr. W. H. DIXSON (Oxford)—I have great pleasure in proposing a vote of thanks to Lord Haddington, the president of our great Conference, and the Conference Committee who have helped, to use a slang phrase, to make things go. Lord Haddington took unwearied interest in this Conference; he turned up to the meetings as very few presidents would have done; he turned up to the concert, and spoke words that we were all glad to hear. The Committee have arranged a Conference which it will be a long time before any of us can forget. The good which this Conference has done is not merely that which has come from the papers or the discussions, but that which has come from what I may call the underground work of the Conference. If I chose to let out state secrets I could say a great deal more about the workings of private meetings. I should specially like to mention in connection with the Conference Committee the names of Mr. Wilson, Mr. Pine, and Mr. Stott. They have helped to make us all comfortable; they have made arrangements by which everything has gone smoothly. The peculiar plan of having papers read, which would not simply embody the opinions of the readers of the papers, but would give us the best evidence procurable on the subject, is one which I hope will be followed at all future Conferences. I ask you to thank most heartily Lord Haddington and all those who have helped to make this great Conference a success.

Mr. BEN PURSE (Manchester)—I have very great pleasure, indeed, in seconding this vote of thanks. In doing so I wish to say that I think that every member of this Conference fully realises the magnitude of the work that has been undertaken, and we most sincerely appreciate the labours, particularly that

of our friends, Mr. Pine and Mr. Stott. I think you will agree with me when I say that it is only by the friendly exchange of opinions such as we have interchanged here that we can arrive at the truth. We have differed, but we have agreed to differ. I hope that such an exchange of opinions will lead us to understand each other better, and to appreciate the work of each other more. I have very much pleasure in seconding this vote of thanks to all who have taken an interest in this Conference, and who have devoted so much of their time and energy to the completion of its arrangements.

M. ALRIC LUNDBERG (Stockholm)—I wish to support with all my heart the vote of thanks to the Conference Committee, which will, I am sure, be given unanimously in the name of all the foreign nations here represented. It is a unanimous vote of thanks from all of us coming, as we do, from different and distant parts of the globe. It is owing to the indefatigable and never-failing exertions of your Committee that this first International Conference in Edinburgh has been such a success. It is owing to your benevolent kindness and prudent arrangements that we carry away from this magnificent city a recollection that we shall never forget. When we return to our homes, we shall take with us a strong, a deep, and a lasting impression of the earnest way in which you proceed in the United Kingdom of Great Britain and Ireland to the benefit of those wandering in the shadowy side of life. Conferences such as this are like stars lighting up the sky, promises of a better and more prosperous future to come for the blind all over the world. Political unions may break to pieces—I am sorry to say that we have witnessed that in these last few days—but what cannot break is the international and everlasting union created and founded in charitable human hearts and manifested in noble aspirations that realise the heavenly command, “Love thy fellow-creature as thyself.” I finish by saying that we shall never forget the land of Robert Bruce, Robert Burns, and Walter Scott. Scotland for ever!

Mr. J. P. KRUGER (Cape Colony)—I feel I must embrace this opportunity of saying a word on behalf of the Institution which I represent here, on behalf of the blind of South Africa, and consequently on my own behalf. I wish to thank all the members of this Conference who have been so kind to me in the way of giving me information on all subjects. I wish also to thank those who have offered to give me more advice and help. This Conference has been a great object-lesson to me, not only as regards the discussions, but also as regards the way in which I have received information, and as regards the

way in which I have been helped to obtain the knowledge I wanted. I thank you most heartily for it.

The CHAIRMAN (Sir Colin G. Macrae)—Is it your pleasure unanimously to adopt the resolutions? ("Agreed.") I think we may also award a vote of thanks to M. Lundberg for his interesting address. ("Agreed.") I call now on three gentlemen to reply—Messrs. Wilson, Pine, and Stott.

Mr. H. J. WILSON (London)—I am afraid you must be tired of hearing my voice, but I believe this is positively the last occasion on which I shall speak—at least I hope so. As chairman of the Conference Committee I wish to thank you from the bottom of my heart for the very kind way in which this vote of thanks has been received. I was very diffident, indeed, when I was unanimously appointed chairman at the first meeting, but all the members of the Committee have been so kind and loyal to me that really the post has been a pleasure instead of a burden. I cannot help saying this—and the Committee will endorse my words—that we are most grateful to Mr. Pine, who has given his time most unselfishly to the general organisation of the Conference, and also to Mr. Stott, who has organised everything locally, especially the exhibition, which has been such an unqualified success. To both these gentlemen more than any one else your thanks are due. They have both worked loyally and indefatigably, without cessation, in addition to performing their other numerous duties. I thank the meeting most cordially for their kind vote of thanks.

Mr. H. W. P. PINE (Nottingham)—I appreciate very deeply and very sincerely the kind resolution you have just passed. From the very hearty and unanimous manner in which you have agreed to the resolution, I am quite sure that your thanks are presented to the Conference Committee and its officers in no formal or conventional manner. To me it has been a labour of love to do what I could to bring about this first International Conference and exhibition, and it has been my earnest endeavour that, so far as lay in my power, it should be a well-organised Conference in every respect. I do sincerely trust that this Conference will have lasting benefits in the cause of the blind, and that we shall see great practical results. Then, indeed, we shall be well repaid, and have cause to rejoice. It has been a great pleasure to me to work with the Committee and its chairman, and I thank you most sincerely for the kind way in which you have appreciated our efforts. I will not say that there have not been difficulties, that the work has not been arduous, and that there have not been many imperfections, but we have done our best, and I do hope that lasting results will follow.

Mr. G. STOTT (Edinburgh)—Little need be added to what our secretary, Mr. Pine, has said in acknowledging the vote of thanks passed. I consider that the work in connection with the getting up of this Conference has mainly devolved on Mr. Pine. It goes without saying that there was local work to be done; it was work that caused considerable anxiety, and one feels, after all is said and done, that it has been carried through with many imperfections. Of course, one is gratified to have from you such a hearty expression of your appreciation of what has been done, and one craves your indulgence as regards the imperfections. I need add nothing more, than say that the appreciation you have given to what little service I have done is quite ample compensation for all the labour involved.

Dr. CAMPBELL (London)—I wish to move a resolution appointing a Committee to correspond with the Americans for the purpose of ascertaining if it is possible to arrange one Braille system for the English-speaking blind of the world. The Committee is not to have any power to decide, but only to correspond and gain information, which they will report either to the British Braille Committee or the British and Foreign Blind Association.

Mr. ILLINGWORTH (Manchester)—Dr. Campbell has asked me to read the following resolution:—"Resolved that a Committee be appointed to confer with the Americans in regard to the possibility of adopting one system of embossed print which shall be satisfactory to all the blind of the English-speaking world. The Committee to consist of Mr. Illingworth, Mr. Pine, Mr. Littlewood, Mr. Myers, Mr. Pearson, and Dr. Campbell." In a word, I would simply say that, without reflecting in the least upon the British Braille report that has been brought before us, I should like to see a universal type for all English-speaking nations, and if by approaching the Americans at this time, which they seem to think is an opportune time, we can do anything to bring about that result, then I think it will be a great thing achieved. I have great pleasure in seconding Dr. Campbell's resolution.

Mr. A. N. SHAW (York)—It is said that if we sacrifice our alphabet the Americans will take up our list of contractions. Now it would be impossible to surrender our alphabet. I am therefore inclined to vote against the resolution *in toto*. I move that the resolution be not adopted.

Mr. W. H. TATE (Bradford)—I beg to second that.

Mr. J. J. PLATER (Birmingham)—I fail to see what harm this resolution will do if carried. It will keep the matter to the

front. It is the only way of coming to an understanding by all the readers of Braille. I think it would be a great blessing if we could have one system for the English-speaking race.

On being put to the meeting, five voted for Dr. Campbell's resolution, which was therefore lost by a large majority.

Mr. J. E. GREGORY (London)—I beg to move the following resolution:—"This Conference recommends for the consideration of the Conference Committee that members be supplied with printed copies of the papers which are to be read, and requests the newly appointed Committee to make arrangements to meet the convenience of members in this respect at the next Conference."

Mr. W. H. TATE (Bradford)—I beg to second that.

The motion was unanimously carried.

The CHAIRMAN then called upon Mr. W. H. Tate to read his paper on "Boards of Guardians and their Relation to the Blind."

BOARDS OF GUARDIANS AND THEIR RELATION TO THE BLIND.

By Mr. W. H. TATE, a Member of the Committee of the
Bradford Institution for the Blind.

It will be within the recollection of many members of this Conference that a meeting of representatives from the leading schools and Institutions for the Blind was held in London in December, 1896, to consider the desirability of further educational legislation on behalf of the blind above the age of sixteen years.

An influential deputation subsequently waited upon His Grace the Duke of Devonshire, Lord President of the Council, to lay before his lordship the conclusions arrived at by the meeting, and to urge upon the Education Department the necessity for some provision being made whereby the benefits conferred under the Elementary Education (Blind and Deaf Children) Act, 1893, might be continued during such further period as was necessary for a blind person to learn a trade.

His Grace, in the course of his reply, expressed much personal sympathy with the blind and with the efforts put forth on their behalf, but deprecated additional legislation as inexpedient and unnecessary, in view of the powers already entrusted to Boards of Guardians in relation to the blind, which would, in his opinion, be found adequate for all the objects sought to be attained.

The answer of His Grace, though founded upon an intimate knowledge and sympathetic construction of the poor law, was somewhat disappointing, there being many circumstances connected with the training of the blind, which render the Education Department better qualified

for the direction and supervision of such work than the Local Government Board.

Several years have elapsed since the above meeting, during which time no specific legislation on behalf of the blind has been brought forward, and it is therefore desirable that attention should again be directed to this subject in order to ascertain the nature and extent of the powers referred to, and whether any suggestions can be formulated in regard to them which will render their application more useful and beneficent. Moreover, it is to be remembered that a large number of blind persons, other than those who are capable of being taught a trade, come under the care of the guardians, to whom should be extended the same thoughtful consideration as that which is bestowed upon the blind in schools, Institutions, and workshops.

At the time of the Royal Commission of 1889, upwards of 8000 blind persons, above the age of twenty-one, were in receipt of relief from the guardians, of whom no less than 3278 were resident in workhouses or workhouse infirmaries. The census returns for 1901 indicate that the number at that time was equally large, and afford striking testimony as to the periods in life which furnish the greatest proportion of sufferers from blindness.

Of the total number enumerated in England and Wales—25,317—more than one-half lost their sight after thirty-five years of age, whilst the number of blind persons returned as of the age of fifty years and upwards reached the startling figure of 14,200, viz., 6772 men and 7428 women.

Although the Legislature in its wisdom has thought fit to delegate to the guardians the care of the blind, this cannot have been done from any want of sympathy with the suffering which blindness entails, still less from any intention to subject those thus afflicted to the stigma of pauperism, but rather, it may be supposed, because there

was no other public body possessing the needful qualifications to whom they might be entrusted with safety.

The Royal Commission, in its report, referred to the blind poor in the following terms:—

“It cannot be said that the group spoken of are, as a rule, impoverished by any fault of their own; to deal with them therefore liberally in such matters as education or outdoor relief cannot be viewed as offering any reward to vice, folly, or imprudence. They are as distinct from the ‘pauper,’ in the ordinary sense, as the ‘pauper’ is distinct from the ‘criminal,’ and, if possible, they should not be subject to any legal disqualification in consequence of their infirmity.”

A statement of this nature from such a source should be carefully pondered, and the words, “liberally in such matters as education or outdoor relief,” be given their widest and fullest significance.

The progress which has marked all matters relating to education, especially of the young blind, during recent years has fully established the wisdom and discernment of this opinion, and has placed within the reach of many of the blind possibilities in life and character greatly in advance of anything attainable a few years ago. May it not be anticipated, therefore, that when the same amount of thoughtful attention has been devoted to the question of “outdoor relief,” similar beneficent influences will be discovered, and that those who, by reason of their affliction, the failure of their physical powers, or the death of their friends, are compelled to invoke the aid of the State, may not only receive “necessary relief” in the way of food, clothing, and habitation, but also some alleviation of the tedious, helpless, and hopeless conditions alike of mind and body, which are characteristic of so many blind inmates of workhouses.

The powers conferred upon Boards of Guardians in relation to the blind have been carefully arranged by

Professor C. S. Loch, secretary to the council of the Charity Organisation Society, London, in his invaluable introduction to the "Annual Charities Register and Digest" for 1904, from which, by kind permission, the following extracts have been taken (chap. xlv., pp. cxxi.-cxxiv., &c.):—

"The guardians of the poor may give 'necessary relief' to the lame, impotent, old, blind, and such other among them being 'poor and unable to work'" (43 Eliz. cap. 2).

All categories of afflicted persons come under this definition, irrespective of age, if they are "poor and unable to work."

"The guardians may relieve a blind or deaf and dumb wife, and the relief thus given will not be considered as relief given to the husband" (4 & 5 Will. IV. cap. 76, sec. 56).

"The guardians may provide for the reception, maintenance, and instruction of any adult poor person, being blind or deaf and dumb, in any hospital or Institution established for the reception of persons suffering from such infirmities, and may pay the charges incurred in the conveyance of such persons to and from the same" (30 & 31 Vict. cap. 106, sec. 21, 1867).

"The guardians may send a child to any certified school—*i.e.*, any Institution for the instruction of the blind, deaf, dumb, lame, deformed, or idiotic—but not to a certified reformatory school. But the child must be an orphan or deserted by his or her parents or surviving parent, or one whose parents or surviving parent shall consent to the sending of such child to such school" (25 & 26 Vict. cap. 43, secs. 1 and 10, 1862).

"The guardians may also, with the approval of the Local Government Board, send any poor, deaf

and dumb, or blind child to any school fitted for the reception of such a child, though such school shall not have been certified" (31 & 32 Vict. cap. 122, sec. 42, 1868).

"The Elementary Education (Blind and Deaf Children) Act, 1893, has limited the powers of the guardians in regard to children, however, and from the 1st July, 1894, their duties in this respect have been confined to blind or deaf children, who are (*a*) idiots or imbeciles; or (*b*) resident in the workhouse, or in an Institution to which they have been sent by a Board of Guardians from a workhouse; or (*c*) boarded out by guardians" (56 & 57 Vict. cap. 42, sec. 13).

"The responsibility of a parent towards the maintenance of a blind or deaf and dumb child relieved by the guardians remains intact, though he does not, by the receipt of such relief, become, in the eye of the law, a pauper" (4 & 5 Will. IV. cap. 76, sec. 56).

"Further, where the guardians are giving outdoor relief to a parent they must make it a condition that elementary education is provided for his blind or deaf child, and must give further relief, if necessary, with that object" (56 & 57 Vict. cap. 42, 1893).

"The guardians may subscribe towards any asylum or Institution for blind or deaf and dumb persons, or for persons suffering from any permanent or natural infirmity, or towards any association or society for aiding such persons, or towards any other asylum or Institution which appears to the guardians to be calculated to render useful aid in the administration of the relief of the poor" (42 & 43 Vict. cap. 54, sec. 10, 1879).

This provision, it is held, allows Boards of Guardians, with the consent of the Local Government Board, to subscribe any reasonable sum weekly to the authorities of an Institution for the maintenance of a case so long as it is in the Institution.

From the above it will be seen that the guardians have large general powers and a wide discretion as to the care and treatment of the blind poor, including all ages and conditions, from infancy to extreme old age. And it is to be hoped that, though the guardians are charged with the administration of "necessary relief," it by no means follows that "relief," in the ordinary sense of the term, is alone implied in relation to the blind; indeed, the powers relating to children indicate much more than this, and include not only maintenance in special Institutions, but everything necessary for the children's wellbeing during the time they remain there.

In regard to those above the age of sixteen, the guardians are empowered to carry out the following recommendations of the report of the Royal Commission on the Blind, &c., 1889 (p. 40, par. 247):—

"That from sixteen to twenty-one the school authority should have the power and duty to give to all the necessitous blind a liberal grant to maintain themselves while learning a trade."

"That the adult blind and those who become blind from twenty-one to fifty should equally receive help from the school authority to learn a trade—in the same way as if they were under twenty-one."

In regard to the aged and those whose friends are no longer able to look after them, the guardians may, if they think fit, subscribe to any asylum, Institution, or home for the blind fitted to receive such persons, in order that they may be maintained therein.

Furthermore, regarding the duties of guardians as to

“outdoor relief,” the following quotations from the “Introduction” before named are of importance:—

“Subject to certain exceptions mentioned hereafter, relief, otherwise than in the workhouse, is prohibited to any able-bodied person, male or female”: or, in other words it is provided, “That no relief shall be given to any able-bodied person while he is employed for wages or other hire or remuneration by any person.”

“Whether a person is, or is not, able-bodied is a question of fact depending upon the physical strength and condition of the applicant for relief. Thus, children of fourteen or fifteen, able to maintain themselves, may be considered able-bodied, and a man over sixty is not necessarily able-bodied” (chap. xiv., p. xxxvi.).

“The observance of the foregoing regulation shall not be imperative in the case of a person receiving relief on account of any sickness, accident, or bodily or mental infirmity affecting such person or any of his family” (chap. xxviii., p. lxxviii.).

There are many blind persons whose physical strength or mental endowment is below the average, as a result of the causes which have produced blindness, but who are nevertheless capable of learning a trade and of doing something towards earning their own living. Though fairly industrious, regular and attentive to their employment, however, they are such slow workers that they can never earn the whole sum necessary for their maintenance. For such persons to receive a little systematic “necessary relief,” as a supplement to their wages, would seem to be a reasonable and desirable arrangement, quite in keeping with the tenor of the regulations affecting outdoor relief, and, as recommended by the Royal Commission, “they should not be subject to any legal disqualification in consequence of their infirmity.”

Being wishful to ascertain how far Professor Loch supported this view, the favour of his opinion on this matter was invited, and he very kindly replied as follows:—

Professor C. S. Loch's letter of the 31st May, 1905.

“The paragraphs you refer to on p. lxxviii. of the introduction to the ‘Annual Charities Register and Digest’ for 1904 might no doubt be taken as pointing in the direction you suggest.

“Pp. cxxi-cxxiv. deal specially with the ‘blind’; the claim for relief is checked throughout by ‘inability to work’ in the case of the lame, impotent, old, blind, &c. In the case of the blind, however, there is a relative ability to work. The question therefore is, to adjust a claim based on such a relative ability to the conditions of satisfactory administration.

“The argument against supplementing wage by relief is good. The question is, whether it applies to the blind, and, if so, whether to any material extent.

“In the case of normal unskilled labour, the argument is wholly good. And it applied to any particular group of normal able-bodied or partially able-bodied workers. Other things being equal, what is given in outdoor relief will be saved to the employer in wage. Wages will fall as outdoor relief increases.

“How does this affect the blind? The Royal Commission, as you see (p. cxxii.) did not think that it did to any considerable extent. The point is really one of fact—of which I think you could best judge. What is the volume of the blind trade? Would the Institutions pay less if the guardians gave outdoor relief? Could there be any effective stipulation on the part of the guardians that the Institution paid so much—proportionately to what they paid? And, if that could not be arranged, might not a better organisation of ‘blind’ charities make good the difference on some such basis? All these are points for us to settle, I think.

"On the main issue that many of the blind, even if they are energetic, can never support themselves by their earnings, I suppose we are agreed. If that be so, some one must, and I suppose actually does, supplement, or there would be partial starvation. And, again, if that be so, the only question is whether the guardians should supplement rather than other bodies or persons.

"Against this there is the argument that out of the seemingly inexhaustible fund of the rates, doles or gifts may be given so regularly, and asked for with such certainty of claim, that they, more than uncertain voluntary gifts, may make the people dependent, and being dependent less energetic, and more pauperised. And on this ground it is well, I think, to avoid the rates altogether, if possible.

"On the other hand, I think that in the main, the conclusion of the Royal Commission was right, and in that case the check on outdoor relief to the blind must be found in strict inquiry and close supervision—the managers of workshops and the guardians co-operating with that object, and for the self-respecting relief of the blind."

It will be generally admitted that Professor Loch's letter constitutes a very interesting and helpful contribution to this inquiry, and by the thoughtful and suggestive way in which he has treated this involved question, he has placed the Conference under considerable obligation. The suggestion, that for the solution of many of these difficulties it is desirable that Boards of Guardians and the committees and managers of Institutions should enter into closer relationship with each other, is especially to be commended as calculated to secure the wise adjustment of all matters relating to the blind poor.

That such a course is not only desirable, but eminently practicable, has been demonstrated in the city of Bradford during a very recent period. In 1902 the attention of

the City Council was directed to the subject of the "Needy Blind," and a sub-committee, consisting of representatives from the City Council, the School Board, the Board of Guardians, the Institution for the Blind, and the Trades Council, was appointed to conduct an investigation into the circumstances and condition of every blind person in the city, and also to ascertain the procedure adopted at the School for the Blind and the Institution workshops, with regard to the education, training, and remuneration of those engaged therein.

After careful and minute investigation of the circumstances of all the 281 known blind in Bradford (viz., 154 males and 127 females), and full inquiry into the working of the Institution for the Blind and the School for the Blind at Carlton Street, the sub-committee adopted the following conclusions and recommendations:-

The sub-committee satisfied themselves that hitherto all has been done for blind children at the Carlton Street School for the Blind which it was possible for the School Board to do.

A recommendation was sent to the Technical Instruction Committee, that they should establish a system of maintenance training scholarships for the blind above the age of sixteen; and

The Health Committee was recommended and urged to take all such measures as they might deem advisable for preventing the occurrence of blindness in children during early infancy.

Steps were also taken to bring before the guardians the condition of a few of the blind (both Institution workers and others) in the city, who were unable to earn sufficient to maintain themselves, with the object of endeavouring to induce the guardians to make a small grant to the Institution for the Blind for the purpose of supplementing such earnings.

In the course of the discussions which took place be-

tween the guardians and the committee of the Institution respecting these persons (each case being considered separately and in much detail), the chairman of the guardians, Mr. F. H. Bentham, a gentleman possessing considerable knowledge and experience of the poor law, and held in much esteem generally for the efficiency and success which has attended his occupation of the office of chairman, propounded a scheme for a "Secondary Institution for the Blind," somewhat on the following lines:—

That the committee of the existing Institution should establish and equip a residential Institution, specially adapted for the maintenance and employment of blind persons who were unable to earn sufficient for their own living.

That the work carried on there should be, as far as possible, similar to that in the existing Institution, and that the workers should have every facility in the way of training and oversight which would enable them to make the best possible use of such ability as they might possess.

That the management and administration should be under the control of the committee of the existing Institution, such productions as were found to be saleable being sold through the ordinary business channels, and the proceeds credited to the "Secondary Institution."

And in all other respects that the new Institution should be carried on in harmony with the general character and purposes of the existing Institution, but so far as the workers and inmates were concerned, as an entirely separate organisation.

This being done, the guardians would be willing to make such a grant per head as would defray, in so far as the amount produced by the efforts of the workers was insufficient, the entire cost of maintenance and administration.

It was deemed inadvisable to carry out any such procedure in the existing Institution, on the ground that the presence of persons subsidised by the guardians might have a tendency to depreciate the energy, industry, and independence of the ordinary workers. Whilst the establishment of an entirely separate Institution was considered highly desirable, on the other hand, admission to the existing Institution should always be open to those inmates of the secondary one who could fit themselves to earn their own living, and might thus serve as an incentive to greater diligence and efficiency.

The proposal of Mr. Bentham was regarded as a remarkable and very attractive offer, and received most careful consideration at the hands of the committee. The time required for providing such an Institution, coupled with the urgent need for immediate action in some of the cases under consideration, rendered it necessary that the scheme should be deferred for a season: but it is still open for adoption, and presents one of the most effective means that could be devised for assisting a class of persons greatly in need of special aid.

The cases in question were eventually all dealt with by other means, but owing to the intimate connection which was then established between the guardians and the committee of the Institution, several other blind persons have since received exceptional treatment at the hands of the guardians.

It may also be mentioned that representatives from the Bradford City Council, the Education Authority, the Board of Guardians, and the Trades Council, were subsequently elected upon the committee of management of the Institution, in order that these bodies might be rendered more fully conversant with the needs of the blind in the city and the methods adopted for their alleviation.

The General Conference Committee in arranging the

subjects for discussion at this Conference, having decided that the writer of each paper should endeavour to obtain information respecting the subject allotted to him from those having knowledge of the matter, a series of questions, referring to "Boards of Guardians and their relation to the Blind," was duly prepared and forwarded to clerks of guardians and others in various parts of Great Britain.

The questions relating to the administration of relief were as follows:—

1. What is the number of blind persons now being maintained by the guardians—

In the workhouse?

In the infirmary?

In cottage homes?

In special Institutions for the Blind?

By outdoor relief?

(a) Infants; (b) children of school age, 5-16; (c) 16-21 years of age; (d) adults of average health and capacity, 21-50; (e) sick, aged, and infirm.

2. What is the usual practice with regard to the care and treatment of

(a) Blind infants?

(b) Blind children of school age?

3. Are blind children on attaining the age of sixteen, and those who become blind between the ages of sixteen and twenty-one, sent to special Institutions or Workshops for the Blind, in order that they may be taught suitable handicrafts?

4. Do the guardians provide in like manner for adult blind persons who become blind after twenty-one, and who, in consequence of blindness, are no longer able to maintain themselves by their former occupations?

5. Is anything attempted at the workhouse in the way of teaching simple occupations to the blind inmates, such as chopping or bundling firewood, picking fibre, knitting,

laundry work, helping in the kitchen, &c., and are the blind encouraged to take their full share in the ordinary duties of the house?

6. Are there any special regulations in regard to the classification, warding, and treatment of the adult blind inmates of the workhouse?

7. Are sighted inmates encouraged to become "friends" of the blind, and to act as their guides during exercise, &c.?

8. Are books provided in the raised types, Moon or Braille, for those who can read them, or who may wish to learn?

9. Are the blind inmates visited frequently by lady readers, or visitors from the local Institution for the Blind or Home Teaching Society?

10. Are there any blind inmates who suffer from other afflictions besides blindness, and what are the arrangements adopted in regard to them?

11. Are those in receipt of outdoor relief treated in a more generous way than the ordinary paupers, and, remembering that the blind have frequently to pay for services rendered to them by neighbours and others, which ordinary paupers can do for themselves, are they granted a little higher relief?

12. Is the outdoor relief granted to aged and infirm blind who are living with relatives or friends, forwarded to them, or do they have to send to the relief station for it?

13. In view of the reluctance which some respectable blind persons, whose circumstances are known to the visitor of the local Blind Society to be straitened, feel with regard to making personal application for relief, might it not be desirable for the guardians to consider such cases, and, if found upon investigation to be

thoroughly satisfactory, to administer relief through the agency of the local Society or Institution for the Blind?

14. In like manner, might it not be of public advantage that the guardians should invite the committee of the local Institution for the Blind to take a deeper interest in the welfare of the blind inmates of the workhouse, and that, in regard to difficult cases of blindness, there should be an interchange of opinion as to the wisest course to be pursued?

The poor law authorities were also invited to furnish particulars respecting the blind inmates of the several workhouses, upon forms entitled—

“Return of blind persons residing at May, 1905.” and containing a series of columns for recording the following information:—“Name; age; sex; place of birth; single or married; age at which blindness occurred; cause of blindness; degree of blindness (total or partial); occupation before becoming blind; whether suffering from any ailment besides blindness; if trained in any school or institution for the blind, where, how long, and to what trade; how long resident in the workhouse; whether able to do simple work, such as wood chopping, knitting, cleaning, &c.; whether able to read books in the raised type, Moon or Braille; condition of general health, mental and physical; remarks as to character, &c.”

Twenty-two Boards of Guardians and Parish Councils responded to this appeal, and placed at the disposal of the Conference a series of replies of the utmost interest and helpfulness.

In answer to question 1, “What is the number of blind persons now being maintained by the guardians?” 1368 blind persons were returned as being chargeable, of whom 653 were inmates of workhouses or infirmaries, 155 in schools, homes, or other special institutions for the blind, 558 were in receipt of outdoor relief, and 2 children were

in a cottage home, the number returned by each authority being as follows:—

Union, Township, or Parish.	In Workhouses or Intirmaries.	In Schools, &c., for the Blind.	In receipt of Outdoor Relief.	Total.
Blackburn, - - -	14	8	15	37
Bolton, - - -	18	7	22	47
Bradford, - - -	22	4	21	47
Brighton, - - -	25	3	24	52
Bristol, - - -	39	16	52	107
Cardiff, - - -	21	11	60	92
Ecclesall Bierlow, - - -	21	—	4	25
Edinburgh, - - -	19	10	23	52
Govan, - - -	19	5	23	47
Leicester, - - -	15	1	21	37
Liverpool, - - -	86*	13	28	127
„ West Derby, - - -	45	—	40	85
London—				
St. Pancras, - - -	63	6	not stated	69
Camberwell, - - -	39	6	38	83
Poplar, - - -	36	8	28	72
West Ham, - - -	26	8	46	80
Manchester, - - -	45	13	9	67
„ Chorlton, - - -	32	14	15	61
Salford, - - -	26	11	14	51
Swansea, - - -	14	5	35	54
Wolstanton and Burslem, - - -	5	2	18	25
Wolverhampton, - - -	23	4	22	49
	<hr/> 653	<hr/> 155	<hr/> 558	<hr/> 1366

* 29 under treatment in hospital.

Nineteen of the authorities also furnished “returns” relating to the inmates of the several workhouses, and it may be convenient at this point to consider the information thus afforded.

Taking first the ages of 561 persons enumerated (246 males and 315 females), their respective ages were as follows:—

	Under 10	20	30	40	50	60	70	80	Over 80	Total.
Males, -	2	1	14	17	38	31	74	44	25	246
Females, -	2	4	13	15	27	35	78	94	47	315
	<hr/> 4	<hr/> 5	<hr/> 27	<hr/> 32	<hr/> 65	<hr/> 66	<hr/> 152	<hr/> 138	<hr/> 72	<hr/> 561

It will be observed that no less than 428, or 76 per cent., were above fifty years of age.

Below 50 years of age.			Above 50 years of age.		
Males, -	-	72	Males, -	-	174
Females, -	-	61	Females, -	-	254
<hr/>			<hr/>		
133			428		

Age at which Blindness Occurred—

(a) In the case of 133 persons below fifty years of age.

	Birth.	1-20	20	30	40	50	Not stated.	Total.
Males, -	9	4	8	11	16	15	9	72
Females, -	12	9	4	13	15	4	4	61
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	21	13	12	24	31	19	13 =	133

(b) In the case of 428 persons above fifty years of age.

	Birth.	1-10	20	30	40	50	60	70	80	Not stated.	Total.
Males, -	3	4	2	4	15	25	45	41	27	8	174
Females, -	3	6	2	12	6	25	45	73	54	28	254
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	6	10	4	16	21	50	90	114	81	36	428

Of those enumerated in section (b), 285 became blind at periods varying from fifty to eighty-four years of age.

How long resident in the workhouse.

Under 1 year.	1-3	4-6	7-10	11-15	16-20	Over 20 years.
87	155	95	65	28	9	10

A table showing the connection between "Age at which blindness occurred" and the "Date of entry into the workhouse."

Males.	Age at which blindness occurred.	Date of Entry into the Workhouse.			
		At once or within one year.	Within 1-3 years.	4-15.	Inmates previous to loss of sight.
15	50-55	1	3	9	2
22	55-60	4	5	7	6
25	60-65	8	6	5	6
18	65-70	6	2	5	5
15	70-75	3	1	3	8
16	75-85	4	4	3	5
<hr/>		<hr/>	<hr/>	<hr/>	<hr/>
111		26	21	32	32

Females.	Age at which blindness occurred.	Date of Entry into the Workhouse.			
		At once or within one year.	Within 1-3 years.	4-15	Inmates previous to loss of sight.
12	50-55	3	4	4	1
19	55-60	4	3	8	4
38	60-65	11	8	14	5
34	65-70	7	12	9	6
34	70-75	14	7	10	3
28	75-85	14	6	4	4
<hr/>		<hr/>	<hr/>	<hr/>	<hr/>
165		53	40	49	23

Three classes of persons were disclosed by the above table: those who were compelled to enter the workhouse immediately after becoming blind, viz., 26 men and 53 women; those, in columns 2 and 3, who had maintained themselves for some years after becoming blind, before entering the workhouse; and thirdly, those in column 4, who were paupers previous to sustaining the loss of sight.

Many other items of interest arising out of the returns might be suggested for consideration. The condition of general health amongst blind persons is frequently far from satisfactory, and those in the workhouses form no exception to this rule. Of the 653 enumerated in the principal return, 150 were stated to be in hospital under treatment. Many others were subject to ailments (paralysis, epilepsy, dementia, &c.), which rendered their condition one of chronic infirmity.

40 persons had been connected at some time or other with schools or Institutions for the Blind, 15 of whom were suffering from serious maladies which unfitted them for further residence therein.

From 60 to 70 blind inmates were engaged in occupations: the men doing basket-work, mat-making, fibre-picking, brass-polishing, pumping, wood chopping and bundling; and the women knitting, crochet work, sewing, and cleaning.

A general survey of the returns shows that, although a large number have become blind too late in life to enable

them to earn their own living as blind workers, there are many others to whom the advantages of training and employment in workshops and Institutions for the Blind might be extended.

One hundred and fifty-five persons were being maintained by the guardians in special schools, Institutions, and Homes for the Blind, of whom 4 were children, 66 young persons under twenty-one years of age, 78 adults under fifty years of age, and 7 were aged persons. Although the action of the Guardians in this matter is by no means uniform, it is evident that many of them have realised and are using the powers conferred upon them for the benefit of the blind, and it may safely be assumed that were an investigation to be made into the above 155 cases, the result would fully establish the wisdom of the expenditure which has been incurred.

To quote one instance by way of illustration, the Bradford Board of Guardians arranged to send to the Institution for the Blind a youth, twenty-one years of age, without friends, homeless, and blind, and agreed to pay twelve shillings per week for his board, &c., during a period of training as a blind workman. After receiving instruction for twelve months, the young man had acquired sufficient skill to be able to earn nine shillings per week, and thereby to relieve the guardians of that portion of the cost during the remainder of his training.

Besides providing for such cases as the above in the Institutions, many others have been sent to residential homes for the blind, such as the "Barclay" Home for Girls, Brighton; the "Rockcliffe" Home for Women, Hull; the North London Homes for the Aged Blind, and similar Institutions.

The principal return indicated that 558 persons were in receipt of outdoor relief. Of these, 2 were infants, 5 were children of school age, 5 young persons over sixteen, 194 adults twenty-one to fifty years of age, and

352 were aged blind persons. In regard to these cases, only general information was invited, nevertheless, three of the authorities furnished full particulars as to their out-relief cases. These returns indicated that there were numerous instances in which further amelioration might be possible, more especially in the way of workshop training and employment.

Turning to the answers to questions 2-14, the results may be summarised shortly as follows:—In regard to questions 2, 3, and 4, relating to the care, treatment and training of blind persons at schools and Institutions, it would appear that the guardians are seeking to extend such considerate action in all suitable cases. Doubtless, more might have been done, but the influence of an enlightened policy is gradually spreading, and encourages the hope that within a very short time, every young person whose friends are unable to provide a course of training in handicraft, will be provided for through the guardians. In regard to able-bodied adults of good character, energy, and capacity, the same holds good: and it is to be hoped that each of these will in due time receive adequate consideration at the hands of the guardians.

Question 5, relating to employment within the work-house, is answered in the affirmative in several instances. The ladies of the "Brabazon" Society render valuable aid in this direction, but more might be done if the matter received the attention it deserves at the hands of lady guardians and of others engaged in charitable work.

Question 6, referring to the classification, warding, and treatment of adult blind inmates, is answered in the negative, in several instances, though qualified here and there by some such remark as, "Some special attention is given to the blind." A correspondent referring to this matter, writes, "I really think the poor old blind women could not be better done to anywhere than in our unions—with warm fires and comfortable seats. It is worse for

the younger ones with nothing to do. The men are worst off. They have no escape from the coarse, bad men with whom they are warded. I think they have a very dreary time of it."

Question 7 is answered unanimously "Yes." One answer states, "Of their own volition, the sighted inmates are generally kind and considerate towards the blind."

Question 8.—Most of the unions provide books in the raised types, but, unfortunately, very few of the inmates can read them. Several of the Home Teaching Societies visit the workhouses, and the guardians afford every facility for the visitors to teach Moon or Braille, or to have reading parties, bringing the blind from different wards to one room for this purpose.

Question 9.—All the unions welcome the visits of lady readers to their blind inmates. The Manchester and Salford Blind Aid Society has devoted considerable attention to this matter, and in order to indicate the objects to be kept in view by those kindly undertaking this work, has prepared the following "Suggestions to Visitors":—

1. To cheer the blind by personal intercourse and sympathy.
2. To put them in touch with the Society, so that they may share some of its agencies for the benefit of the blind.
3. To ask what work they could do, with a view to supplying it.
4. To find out whether they can read Braille, or wish to learn, and to supply them with books in raised type.
5. To report as to any one who should be outside, such as young and able-bodied men and women.

It may be mentioned that the Society has a number of ladies who devote themselves specially to this work. Each visitor is supplied with papers, on which the particulars regarding each blind person are to be entered. This

information is not to be obtained all at once, but by degrees, as the visitor becomes acquainted with those visited.

Question 10.—In almost every union there are those who suffer from other afflictions besides blindness. They are specially treated under the directions of the medical officers.

Questions 11, 12, and 13, relating to outdoor relief, receive a variety of answers, some at considerable length, the general tenor being as follows:—"The guardians would be fully prepared to consider any case to which attention might be called by any responsible person or society, and deal with it as the circumstances warranted." One authority, in answer to question 13, writes, "This is carried out in this union. There are several cases at present on the books, which, in the first place, were brought to the notice of the guardians by the officials of the Blind Institution." Question 14 is answered in many cases in somewhat similar terms.

In conclusion, the following are a few of the points to which attention should be directed:—

1. The large number of blind persons for whom, as yet, no provision other than the workhouse has been found possible. They are, in the main, a class apart from paupers, and should not be exposed to the depressing conditions prevalent in many of the workhouses of the country.

2. The powers entrusted to the Guardians in relation to the blind, are wide, varied, and if properly used, adequate. What hinders their proper use? Ignorance, indifference, and mistaken notions as to any alleviation being possible. The guardians must be enabled to realise that by means of education, training in handicrafts, a judicious supplement in the case of those who are physically incapable of earning their whole living, and by residential homes for the aged, the condition of the blind may be considerably improved.

3. The managers of Institutions must go to the root of this matter themselves, and cease to treat these afflicted ones as beyond their concern. Give thought to them, visit them, teach them, encourage them to do something, however simple, and befriend them by personal interest and contact.

4. Many of the guardians are sincerely wishful to fulfil their obligations to the blind, and are becoming decidedly sympathetic towards them. Let us cultivate the most intimate relationship with them, and assist them to discover new ways of helping the blind, so as to make their lives brighter, happier, and more useful.

DISCUSSION.

The CHAIRMAN (Sir Colin G. Macrae)—I am very sorry I have to leave at this point. Perhaps you will permit me to ask Mr. Wilson to take the chair in my absence.

Mr. H. J. WILSON (London)—Before Sir Colin Macrae leaves I should like to propose a vote of thanks for his kindness in taking the chair this afternoon. ("Agreed.")

Mr. H. J. Wilson took the chair.

Dr. A. W. G. RANGER (London)—I desire to make two preliminary observations. The first is that, as representing the British and Foreign Blind Association at this Conference, after Mr. Munby's observations relative to the bureau, the resolution had my entire approval, and I had much pleasure in voting for it. The other is that in the observations I am now going to make on this paper, although I represent three societies here, I must not be held to commit them in any way. I am myself entirely responsible for the remarks I may make. As you are aware, I am taking the place of another, namely, Miss Olga Hertz. I regret that very much, because I feel that the interests of the blind cannot but suffer in consequence. On the other hand, I am encouraged by the importance of the subject and the conviction that I shall have the kind indulgence of my hearers. First, let me express what I feel must be in all our minds—a sense of obligation to Mr. Tate for the exceedingly interesting, if somewhat difficult, paper he has read

to us. I am quite sure that when we have time to quietly read and digest his paper, we shall have a very deep impression of the magnitude of his labours in preparing so thoughtful a paper. Now, the appalling fact to which I first wish to draw your attention is that there is a very serious proportion of the blind now spending their lives, and, as far as they know, the remainder of their lives, in the workhouse. That is a fact which throws upon all Christian communities a very serious obligation. My own feeling is that there is an obligation upon the various Christian Churches of this land to clear the unions of all the blind that are in them. I can imagine some people here will say, "Well, the fact remains that Christian communities have not recognised that obligation. What are you to do?" My first step would be to make a distinction. You cannot treat the whole of the blind in the unions as one body. The dividing line must of necessity be character. There will be therefore three classes of blind—the blind in the unions without character, the blind in the unions with good character, and the blind outside the unions who are in danger every day of getting into the unions. With regard to the blind in the unions without character, surely our duty outside, notwithstanding their lamentable circumstances, is to see that they get that exceptional and generous treatment which they should have, and which the Royal Commission recommended on the score of their blindness. We should see that the guardians are instructed and understand clearly that this is what we desire for them, and that is what they have the power to do, and, as Mr. Tate tells us, to which they are already showing considerable inclination. With regard to the blind in the union with good character, I take it that there will be no disagreement with the suggestion that they ought not to be there, and we all, every one of us, should use our very best endeavours to get those people out and provide for them in a fairer way. I cannot but think that if all of us who are present to-day would use our personal influence and take advantage of all the means in our power on behalf of those blind who are in the unions with good characters before the time for another Conference comes, there would not be any blind man or woman with good character in any of our unions. The guardians are ready, and it is only for us to bestir ourselves. Let me say that this work is very largely a work for ladies. So far as I have myself been able to accomplish anything in life (I know there will be hundreds of blind men with similar experience), it has been due as to nine-tenths to the devotion and aid rendered by my lady friends. This particular work of getting the active sympathy of the guardians and showing them

the way to provide for these blind when they are out is very largely, I repeat, a work for ladies. As to the third class, namely, those blind who are outside the unions, but in danger of getting into the unions. You have this fact, that the guardians have the power, and they evidence willingness to act on it. We have all the elements which are necessary to make a real success of the matter. Now, how shall we begin? Begin as several ladies have begun—Miss Heywood (of Manchester) and Miss Edith Wright (of Wakefield), and as they have done in Bradford. Commence by collecting your facts, and in the course of the operation will appear the way best suited in each case to deal effectively with the problem.

Mr. HENRY STAINSBY (Birmingham)—This matter is a highly important one, and it is one that has come very much under my notice in my work in Birmingham, for the reason that our own adult blind visitors, two in number, visit all the blind in the workhouses in our district, and I am very sorry, indeed, to have to tell you that there are no less than one hundred cases. One of our teachers who has been working for thirty years among the adult blind put a paper into my hand just before I started, and, with your permission, I shall read to you his opinion upon the condition of the blind and their treatment in workhouses. He says—

“I do not think from my experience in visiting my afflicted brethren for the last thirty years that workhouses are proper places in which blind men or women should spend their lives and end their days, and my reasons for saying this are—(1) The undesirable company with whom the blind are obliged to live—for the most part the inmates of the workhouses have failed in life, and show little consideration towards those deprived of sight; (2) that the rules which govern many workhouses make no special arrangements for the blind, so that it is possible for the latter to be robbed of their food or anything else they may possess, by the other inmates—the officers no doubt do what they can to prevent this, and are very kind to the blind, but they cannot give them special attention, so that they are left to a great extent to the mercy of their fellow-inmates; (3) because in the workhouses there is little or no change, no occupation, no home life, and the blind, on account of their affliction, often have to endure hard words from those they are with in the wards.

“I beg to make the following recommendations:—

- “(a) That generous relief be granted to every blind person who had a suitable home or friends to live with.
- “(b) That employment should be found in workshops for every blind person able and willing to work.

"(c) That those who are heavily afflicted in addition to their blindness should be sent to homes for incurables.

"(d) That the blind who have no friends, and are unable to earn anything, and can find no suitable place to live in, should have a special home provided for them."

That practically covers the whole field. I take this opportunity of thanking Mr. Tate for his very exhaustive paper. I am sure it covers the whole subject. The one weak point about the whole question is this, that the powers of the guardians are permissive and not compulsory. I am sure, from what we have heard from Mr. Tate, that the blind at Bradford are receiving every consideration at the hands of the guardians, but it does not follow that the same kind feeling exists with other guardians, and I am afraid that, until the powers of the guardians are compulsory, the whole question cannot be solved.

The Rev. ST. CLARE HILL (Leatherhead)—I should like to follow on with the thought that Mr. Stainsby left with us. He said that the Board of Guardians at Bradford were doing their duty. I ask, why are they doing their duty? It is because Mr. Tate has taught them what to do. It seems to me that the guardians have considerable powers—we might say that they have full powers—and I stand here, as an ex-guardian, to plead with you, and to say that the guardians when they know their duty are generally ready to do it. Now, what are we going to do in order to educate the guardians? Mr. Tate has suggested some things, but I have another suggestion to make. I know that you are all very busy indeed. I have been very busy in my time, but still I thought it was my duty to act as a member of the Board of Guardians. I suggest that as many as possible attending here to-day shall offer themselves to be elected on Boards of Guardians, so that the guardians can be taught what to do. Guardians, I believe, are prepared to be taught, but it is not easy for one outside of their body to bring ideas before them. If you can once get into the board room, and put up with the certain amount of abuse that you do get as a guardian, then some good will be done. The special point on which I have been asked to speak is this, that there is another duty, namely, more active work on our own part in the way of getting pensions for the blind. At the last election for pensions for the blind in connection with our society there were only some forty applied, when eighteen pensions were given away. That may be because the Society is not known. It is a Society for granting annuities to the poor adult blind, and offers an annuity to

any one over forty years of age in the United Kingdom. If you will only send in an application we shall be very pleased to consider the cases, and then you will have to get the votes of the subscribers to obtain the pension of £6 a year. I was so convinced at the last Conference that it was necessary to do something individually that I went back with renewed effort to work up this Society. At that time there were 62 pensioners in the Society. I am very proud, indeed, to be able to tell you that I have worked it up to 180, and we have determined in November next to increase the number to 200, but we do not have enough applications. It seems sad to say so. I shall willingly send a copy of the annual report to any one who asks for it. The conditions for getting the pensions are that the applicants must be over forty, they must not at the same time be in receipt of parish relief, and they must not be playing instruments on the streets, or mendicants. Since last Conference we have gathered together a sum of no less than £4500. The Society is called the Blind Annuity Society.

Mr. WILLIAM THOMSON (Perth)—I am the home teacher for Perth and Perthshire. I am not only a teacher of the blind, but a member of the Parish Council, and have been so for twelve years. I have been going on the lines that our friend has recommended during that time. There has been a great deal said about the Boards of Guardians of England, but we scarcely have had anything said about the Parish Councils of Scotland. My experience is that we in Perth are very considerate so far as the blind are concerned. Something was said about educating the Board of Guardians. Perhaps I should take some credit for educating the Parish Council of Perth, because my very presence there is a help and a stimulus to the other councillors. Whenever a blind person applies for relief they look to me, and say, "That is your case." I am able to give them all the necessary information in a kindly and sympathetic way, and am, as a rule, successful. We have some blind people in our poorhouse, but I think that these things can scarcely be avoided. As regards those who are in the Perth Poorhouse, I would like to indicate what sort of characters some of them are. In the case of one man, drink was the cause of his sight going, and, of course, there was no other place for him. The inmates are in the habit of getting out once a month to see their friends. The man I have been referring to came back the worse of drink, and the punishment was that he was not to be allowed to get out again for some time. He asked me to speak to the governor for him, and I did so, but the same thing happened, and he was punished again. In such cases there is nothing for them but the house. In the case of

young people I am generally successful in getting the parish to pay for their training in Institutions. There is one young lad I have just now whose education is finished at school. He has good musical talents, but it would require £30 a year to pay for his board and training. The parents have arranged to pay for his board, and the Parish Council are paying £10 for his musical education.

MR. THOMAS TAYLOR (Liverpool)—I think we must not run away with the idea that Boards of Guardians are unkind. My experience has been that they are most kind if a case is pointed out to them in which they can do some good. I do not think that they have ever refused an application made by me, and they have been most generous at all times. If our home teaching societies would only do their best, and point out cases to the guardians that are in the workhouse, which, in their opinion, would be better provided for outside, I feel sure that they would be amply relieved, for my experience is that in very few cases do they give less than 4s. a week. I do hope that it will be my good fortune to see in Liverpool homes for the aged blind.

REV. ST. CLARE HILL (Leatherhead)—I will send a copy of the report of the Society to which I have referred to every one whose name appears in the Conference Hand-book.

MR. J. J. PLATER (Birmingham)—I am deeply interested in the subject which has been so eloquently brought under our notice by Mr. Tate. I was struck with the idea that members of this Conference should take the opportunity of getting elected to Boards of Guardians. I think that would be an excellent thing. Any intelligent man without his sight who got on the board would be able to take charge of the blind people, and his fellow-guardians would never say "no" to any proposition that he might bring forward, so long as it was based on common-sense lines and kindness. I was elected a guardian in 1894, and we have never had a case about which there has been any dispute. The nearest to that has been one where we had a youth in the house, and my first object was to get him put into the Institution, where he might learn a trade to earn his living. I proposed that the board should pay for the maintenance of that boy for one year. My board is composed principally of business men and farmers, and I find that the farmers in particular are very slow to go in for a course, and I never propose more than one year at a time. If members of this Conference would only get themselves elected on to Boards of Guardians they would be able to do a power of good for the blind in their districts. We have before

us the startling fact that in Scotland there are more blind in the workhouses than there are out of them. I don't think that that would apply in England—at least I hope not. Nothing should be left undone to reduce the number of blind in the workhouse and to add to their comfort outside. The workhouse is the most unfit place in the world for the blind. Their time is very monotonous, and they are subject to ribaldry, although they may not be there through any fault of their own.

Mr. THOMAS STODDART (Glasgow)—I have had recently some experience with our principal Parochial Board in Glasgow. I find that generally our guardians treat any appeals we make very generously, but there is one matter that has come home to me very closely. My great object is to get plenty of work. Boards of Guardians, or Parochial Boards, and other bodies can give a great deal of work to Institutions. I am pleased to tell you that, through urging the inspector and several members individually, we are making arrangements with the City Parish in Glasgow to give us a special schedule. They have given me a list of all the articles they buy, and I am selecting from that list all the articles our people can make, and we are to make up a Blind Asylum schedule. I think there is something really practical in that. If we could get the Parish Councils and other boards to have Blind Asylum schedules for work, I think that that would be distinctly helpful, and would enable all who are interested in the workshops to get work. The Town Council of Glasgow treat us very generously. We do all the brushes for the Cleansing Department. I think other towns might do the same.

Mr. FREW BRYDEN (Glasgow)—I think Mr. Plater made an extraordinary statement to the effect that there were more blind in the poorhouses in Scotland than out of them. In the figures I have brought out, I have shown that there were 340 blind persons in the poorhouses and ten times that number outside.

Mr. W. H. TATE (Bradford)—A blind friend connected with a home teaching society, referring to the treatment of the blind poor, wrote as follows:—"What I do is to keep them out of the union as long as I possibly can, not that they are badly looked after, but because I respect their dread of the place. They feel it a disgrace, almost equal to being sent to prison." There are different classes of blind persons in the workhouses, and guardians should be urged to transfer those of the better class to suitable Institutions and homes. It is to be feared that some Managers of Institutions have not as yet fully realised their responsibilities in this matter, but have treated

the blind in the workhouse as of no concern to them. I suggest that between this and the next Conference each delegate should make personal acquaintance with the blind in the workhouses of the district he represents, and extend to them the kindly sympathy and consideration they so greatly need.

Rev. A. TANSEY (Market Rasen)—Before we close with asking God's blessing on the work done, may I say a word? Can Mr. Tate give me any information regarding what he has brought before us? I am now in Lincolnshire, and, so far as I know, there is nothing done for the blind in that county. Now that I have been brought into contact with the work for the blind so fully in this Conference, I will go back to Lincolnshire prepared to do what little a blind man can do for his brethren. It seems to me that a great deal more might be done—more financially and spiritually—for our blind fellow-creatures throughout the land if the different societies would hold yearly services and ask some blind clergyman to preach. I think many of our blind clergy would be only too pleased to preach to their fellow-creatures, and thus be of some assistance in this work.

The CHAIRMAN (Mr. H. J. Wilson)—The work of the Conference is now over. In regard to what Mr. Tansey said, Mr. Tate will be pleased to give any information. As regards Lincolnshire, it is under the charge of our excellent secretary, and I don't think that he is neglecting, or likely to neglect, the interests of the blind there.

The meeting closed with prayer by Rev. A. Tansey.

Saturday, 24th June, 1905.

The members of the Conference journeyed from Edinburgh to Dundee. They were received at the Dundee Institution for the Blind by the Rev. Dr. C. M. Grant on behalf of the Managers of the Institution.

Rev. Dr. C. M. GRANT—I claim your attention for a minute or two. I am asked by my co-Directors to intimate to you that their formal welcome to our city and Institution will be given by our president after you inspect these buildings. Sir William Ogilvy Dalgleish will not be able to be here, owing to train arrangements, until you have inspected our premises.

Allow me, on behalf of the Directors, to say that we place this Institution at your disposal for the time being. We are quite conscious that, after inspecting the palatial buildings in Edinburgh and Glasgow, and the yet larger Institutions that prevail in some other places, you will consider our humble abode to be of very small dimensions. But we are not going to be unduly humble—we have some points on which we particularly pride ourselves in Dundee. Institutions are numerous, but presidents like Sir William Ogilvy Dalgleish are few. I claim that we have got the champion president in Scotland, or even in Great Britain, or even in the world. Then there is another thing on which we pride ourselves, and that is that, whilst Managers are many, there are very few like Mr. Colin Macdonald. You will recognise that the Institution here, so far as size is concerned, is very modest, but that everything that can be done in the way of comfort and management has been done.

The members then visited the various workshops
and the school. They afterwards assembled
in the hall of the Institution.

Sir WILLIAM OGILVY DALGLEISH—As president of this Institution, I wish, in the name of the Directors, of the Ladies' Committee, of the Manager and heads of departments of the Institution, and of the blind inmates, to bid you all a most hearty welcome to this Institution and to Dundee. I assure you that we feel it a very great pleasure and a great honour to see here so many representatives of the Conference which has just concluded so interesting and successful a series of meetings in Edinburgh. I am very sorry that I was not myself able to be present at the meetings of the Conference, but I have read with interest the proceedings as reported in the newspapers. I think that such meetings cannot fail to exercise an influence for good. Those who were there must, I think, have learned something from the experience and advice of others who were competent and qualified to give good advice. I think that the benefit is not limited merely to those who were present at the meetings; I think that these meetings are also calculated to impress, to instruct, and to permeate the public mind, and I hope that they will have the effect of gaining the interest, the sympathy, and the support of the public to a larger extent than has ever been experienced before. I have no doubt that there are some of you here who are connected with Institutions older and larger than ours, and who are accustomed to see work done on a larger scale than we do here, but, at the same time, we have been fighting our battle frequently under difficulties for

thirty-five years, and I think that, on the whole, we have made steady progress. We began from small beginnings, and we have gradually arrived at the point at which you see us to-day. I believe that our progress is very largely due to the fact that in all we have done we have aimed at excellence and efficiency. In regard to education, we have always desired to have good teachers, as good teachers produce and deserve good pupils. I think we have been most fortunate in that respect. Our own observation tells us that, and it is strengthened and confirmed by the periodical reports of His Majesty's Inspector of Schools, so that I think we may claim to have good teaching, good teachers, and good pupils here. In regard to the work and general conduct of the Institution, we are most fortunate in having the good management of our esteemed friend, Mr. Macdonald. I have no doubt that he is known to many of you here. His heart is thoroughly in his work. I think we may also claim to have good and industrious workers, who never forget the importance and the necessity for turning out a good job, the quality and excellence of which can be relied upon. We cannot lay claim to the means and endowments of some of the older and larger Institutions, but I think that, without undue vanity, we may claim to have earned and established a good reputation. I am sure that we do endeavour to administer the means which we have with a sincere regard to the best interests of the blind. I believe that we do enjoy the confidence, not only of the blind, but also of the public. Now, ladies and gentlemen, we are going to have a little music. Music is not forgotten here among other studies, and perhaps we are a little singular in this respect, that our musical instructor is one of our own pupils who has risen to a position of considerable eminence. He is the organist and choir conductor in one of the churches in this city, and he occupies a very good position, indeed, in musical circles. I refer to Mr. Marshall.

A musical programme was rendered by the Institution choir, and songs were given by two members of the choir.

Mr. HENRY STAINSBY (Birmingham)—I think that on this occasion I should address a few words of thanks to the president, the Committee, the managers, the teachers, the workers, and the singers of this Institution. This duty should have devolved upon the worthy chairman of the Conference, Mr. Wilson, but, unfortunately, he has been called back to London, and has not been able to come to Dundee to-day. I do feel that I am voicing the feelings of those present when I thank you very

sincerely for the very cordial welcome you have given us to Dundee. This is not my first visit to Dundee, and I hope it will not be my last, because I never come to this Institution without going back strengthened and refreshed to my work in the Midlands. No Institution is working more honestly and more genuinely in the cause of the blind than the Dundee Institution. Many of us who have worked for long years in this cause and have peeps behind the scenes know just where to put our fingers on the weak and strong points. Dundee has some very strong points indeed. I take its last report, and the first thing I look to is to find out what the blind are getting out of the Institution. I never look to find out what the turnover of an Institution is, but what the blind are getting out of it. When I turn to the Dundee report I am met by the striking fact that the blind workers of Dundee get over £2000 a year from the trading department. The school department, it is true, is small. I am delighted to know that there are vacancies in the school. I said to one of the ladies who was walking round with me, "I wish your school were empty," and she said, "So do I." Unfortunately, in some parts our schools are congested. I am delighted to know that in Dundee you have places waiting for these little children. Mr. MacDonald told me to-day that one of the most interesting parts of the work here was the work among the little children. We cannot go into the schoolrooms without being always affected by their blindness. It is a sad thing to think that these little children must be in darkness for the whole of their lives, that they are past cure, and that all that medical skill can do for them has been unavailing. It rests with us, Christian philanthropists, to do our level best to make their lives happy and to give them the opportunity of becoming self-supporting. I thank you very sincerely indeed.

Mr. H. W. P. PINE (Nottingham)—As I had some little to do with arranging our visit, and know this Institution well, it gives me great pleasure to second the vote of thanks for the very hearty welcome which has been given to us to-day. We have now come to the end of what I hope we may all regard as a very successful Conference. I think you will agree with me that it was a fitting conclusion to our week's proceedings that we should visit this Institution. It seems to me that this Institution has three great advantages. First of all, I think you must have all noticed its most interesting and unique situation on the shores of the Tay, with the broad flowing expanse of the river and the far-famed Tay Bridge in full view. Beyond that, this Institution is fortunate in having such a president and chairman of committee as Sir William Ogilvy Dalgleish. I have

heard from Mr. Macdonald for many years of the very kindly work and munificent generosity which has characterised the position that Sir William Ogilvy Dalgleish holds in connection with this Institution, and I am sure we are all very glad to have seen him here to-day and to have received his welcome. Then again, this Institution is fortunate in having such a manager as Mr. Colin Macdonald. As we were conducted over the Institution we were impressed with the care with which this visit had been arranged and with the pattern of neatness and industry which prevails over the whole place. Something was said by the President of the larger work carried on in our English Institutions, but after what we have seen of the great work carried on in the Edinburgh Institution, and the still greater work in the Glasgow Institution, and the very admirable work carried on here, we have much to learn. It has been clearly shown that the industrial side of the work for the blind in Scotland is greater than it is in England. Glasgow with its turn-over of £30,000, Edinburgh with its £20,000, and Dundee with its £10,000, show, I think, what large and varied industries are carried on, and I think we have done well to hold our Conference across the Border. We have seen some very interesting trades. There is a trade carried on here—that of fire-lighter making—which we do not find anywhere else. Ten years ago, in spending over a week at this Institution, I was very much interested in this fire-lighter work, and ever since then I have bought these Dundee fire-lighters, and we have a good trade in Nottingham for them. I am glad to say that I have converted Mr. Macdonald to the political doctrine of reciprocity, inasmuch as he buys chairs made in the Institution at Nottingham by a deaf and dumb and partially blind man. As observed elsewhere, the most important question at this Conference has been, in my opinion, the employment of the blind. Mr. Macdonald was the reader of the paper on that difficult subject, and we appreciate his efforts and thank him for his careful paper. We have been shown what can be done for the employment of the blind at Dundee, and I think we have had great examples put before us wherever we have gone in visiting these Scottish Institutions. Before sitting down I should like to compliment the choir and Mr. Marshall on the very excellent singing we have had to-day. You see a blind man can teach a choir. These may be the last words said at this Conference, and I am sure we all earnestly hope that our deliberations may be of lasting benefit to the blind. May I conclude with the words uttered by Mr. Munby twenty-two years ago at the close of the York Conference that I hope something has been done, or in other words, “something may come of it.”

Sir WILLIAM OGILVY DALGLEISH—I have listened with gratification to the most kind and sympathetic remarks made by the mover and seconder of this resolution. Time does not permit me to do more than simply express our warm appreciation of your remarks, because luncheon is now waiting for you.

The members of the Conference were entertained to lunch at Mather's Hotel. After lunch was served, the foreign delegates were invited to say a few words.

M. ALRIC LUNDBERG (Stockholm)—I wish to express our gratitude, both national and international, for the splendid hospitality shown to us to-day. We shall never forget our visit to Dundee and its magnificent Institution. I beg your permission to say some few words on behalf of my own fellow-countrymen. You may know that there are seven of us who have come here from Sweden. We are strangers here to you—"No"—yet our relations are not of recent date. I need not remind you of this that nearly three hundred years ago Scottish heroes were fighting by the side of Swedish heroes in the struggles for religious freedom in Germany—John Hepburn, Alexander Leslie, and Robert Douglas bringing victory to our great Gustav Adolphus. The bond of sympathy then was strong enough to last for centuries. We from Sweden have learned to love your great history, to admire your noble literature, and in these last days we have been indebted to you for a splendid gift. You have given us one of the most brilliant jewels out of the Royal Crown of Great Britain and Ireland—you have given us a bride for our young prince, Gustav Adolphus. When the coming Queen of Sweden treads for the first time on Swedish ground in about a fortnight's time I assure you she will be hailed by the whole Swedish nation—their hearts beating warmly towards her. I finish by expressing the hope that the friendship shall be continually kept up between the Scandinavian nations and the great British people. I thank you.

Mr. G. S. WILSON (Indianapolis)—We come here not as foreign delegates in a certain sense. We of America claim to be English, and it is with a great deal of pride that we look upon the great progress of the British nation. I think I can say that there is a hearty sympathy with and a hearty feeling in favour of the British nation everywhere. We come not as foreign delegates, except in the sense that we come a great distance to attend this Conference. Nor do we come for the purpose of making speeches, but to get what we can and take it back to the United States. On one occasion we were at a

place looking upon a castle. In talking to the custodian he referred to the great tendency on the part of the Americans to carry off everything, and he looked at us in a manner which seemed to indicate that there was some danger of our carrying off that castle. We have come here to take back everything we can. I think I can safely say that in the United States we have students who will compare very favourably in the way of literature and music, but we are behind in the industrial features. We wish to take back as many of these features as we can. I do not wish to occupy much time, but I should like to call your attention to the fact that persons in America who are familiar with Sir Walter Scott, Burns, Black, Stevenson, and others who have written so much about Scotland and other places in the British Kingdom, come with a feeling of veneration for those old Institutions that are found everywhere here. You cannot expect us to do very much in the way of making speeches when we are looking upon those things that mean so much to us. We build very rapidly in the United States; you build solidly and for all time; and we wish to copy those lasting features you have here. Your splendid roads and bridges and cities, made up of magnificent, solid houses, are things scarcely ever seen in our country. We are very thankful for the exceptionally kind entertainment we have received everywhere. We have found the people courteous and very willing to give information in all the places we have as yet visited. I thank you again for the hospitality that you have manifested to us in Glasgow and Edinburgh and in this beautiful city of Dundee. We appreciate your kindness to the fullest extent, and if ever any of you should wander across to America we shall be only too glad to take you through our Institutions and to a certain extent to return the kindness that you have manifested to us here. I thank you.

Mr. J. P. KRUGER (Cape Colony)—I am afraid I can only follow on the lines of the last two speakers, though I am not a foreigner, because I belong to a British Colony, and therefore to the British Empire, but I feel a foreigner in this sense that I am more than 6000 miles away from home. I learned to respect the old associations that you have in Scotland, because much was read to me by my father when I was a little boy. He did not read English books, because he did not know English, but I heard about Westminster Abbey and other historical places. I was deeply impressed with these things when I came to London. As I stood on Dickens' grave and felt the inscription on the floor, it seemed to me that when I got home and read "The Old Curiosity Shop" I should read it with a different feeling than before. And so it is with Macaulay, Shakespeare.

and others. I have made many, many friends since I came to this country, and I hope it won't sound like flattery—it is true—I am deeply impressed with the sense of true sympathy which there is in every one who has to do with the teaching of the blind. They have the sympathy which I desire myself, and which I would like every one to have whose work it is to teach blind people—practical sympathy. I have been very much impressed by finding so many ladies and gentlemen who give their time and patience to the work of the blind. It is the same in South Africa, although not on such a large scale, because our school was started only fifteen years ago, and we had only fifty pupils. I go back with renewed courage to do the uphill work among the blind with all my might, and I find it is uphill work all over the world. It greatly helps and encourages one to meet with the hospitality of good people like those in Glasgow, Dundee, and Edinburgh, and I therefore join with my friends in saying thank you very much for the kindly way in which you have received us and treated us all along. If any of you come to South Africa we shall try to do the same for you.

SIR WILLIAM OGILVY DALGLEISH (Dundee)—I am sorry that our happy meeting must now come to an end, because the train goes very soon. It is obvious that we have a vast amount of latent power of speechification here, but, unfortunately, we must draw the speeches to an end. Before we part I should like to say how much I have enjoyed meeting so many friends from all parts of the world. It is a pleasure to me to know that there are so many people striving with the same object in view as we have. Lady Ogilvy Dalgleish has asked me to apologise for her absence. As many of you know, she takes a warm interest in the blind, but, unfortunately, she has been detained at home by doctor's orders. I am thankful to say she is much better, and I hope she will soon be up again. Before we part I would just say that wherever the scene of your labours may be I hope you will carry with you a pleasant recollection of your visit to Dundee, and will remember that there are many in Dundee who are in thorough sympathy with your labours and who wish you God-speed to your various destinations.

APPENDIX.

BRITISH BRAILLE COMMITTEE.

REPORT.

Committee :

Rev. A. TAYLOR, M.A., *Chairman.*

Mrs. AWCOCK.

Miss E. M. BAINBRIGGE.

C. T. BLOOMFIELD, Esq.

Miss J. BUTLER.

F. J. CAMPBELL, Esq., LL.D.

W. CORBETT-DYER, Esq.

Miss L. DOUGLAS-HAMILTON.

A. HENRY, Esq.

W. H. ILLINGWORTH, Esq.

J. C. LAUPMANN, Esq.

W. LITTLEWOOD, Esq.

Miss C. E. LOHR.

W. MEAD, Esq.

A. PEARSON, Esq.

A. W. G. RANGER, Esq., D.C.L.

Mrs. RIX.

Miss H. C. RUSSELL.

Miss E. R. SCOTT.

H. STAINSBY, Esq.

H. M. TAYLOR, Esq., M.A.

Miss E. WILSON.

Hon. Secretary : FREDERICK A. J. BURNS.

REPORT.

The first meeting of the British Braille Committee was held on May 9th, 1903. The Committee has consisted of 24 members, 12 of whom were members of the Uniform Braille Committee appointed by the Conference held in April, 1902, under the auspices of the Gardner's Trust, and 12 by the New Contractions Committee of the British and Foreign Blind Association.

There have been 15 meetings of 4 hours each, exclusive of Sub-Committees.

At the commencement of the labours of the Committee, it was agreed that the basis of their deliberations be Braille as contained in the "Instructions for writing in the Braille System" (5th edition), published by the British and Foreign Blind Association; and that the Committee endeavour to arrive at a scheme for printing Braille in three Grades.

They now propose three grades as follows:

GRADE I.—To be uncontracted, or rather to admit only such contractions as are commonly used in books for the sighted.

GRADE II.—Moderately Contracted Braille, to correspond to the Braille now in use. This Grade is the one in which in the opinion of the Committee the majority of ordinary books should be written or stereotyped.

Grade III.—Advanced Braille. This is intended for those who have attained considerable proficiency in reading and desire still greater compression than is afforded by Grade 2. The Committee's proposals for this Grade will be issued separately.

In June, 1904, a Provisional Scheme for Grade II. was issued, inviting criticisms from the Blind and their friends, and in consequence of the opinions since expressed, the Committee found it desirable to modify it considerably so as to bring it more into line with existing Braille.


The Committee thankfully acknowledge their indebtedness to the many persons who have sent careful and well-thought-out suggestions for this Grade, some of which have been incorporated in the Scheme annexed.

A. TAYLOR,
Chairman.

BIBLE HOUSE,
May, 1905.

BRITISH BRAILLE.

GRADE 2.

BRAILLE is a system of embossed writing consisting of six dots, arranged and numbered thus :  These dots used singly or in combination form *seven* series of signs to which the following letters, etc., are allotted.

[The black dots represent the raised points of the sign; the dashes serve to show their position in the group of six.]

1st LINE	{	A	B	C	D	E	F	G	H	I	J
2nd LINE	{	K	L	M	N	O	P	Q	R	S	T
3rd LINE	{	U	V	X	Y	Z	and	for	of	the	with
4th LINE	{	ch	gh	sh	th	wh	ed	er	ou	ow	W
5th LINE (See Note 1)	{	ea	be	con	dis	en	to	()	“	”	?
6th LINE (See Note 2)	{	st	ing	ble	ar	poetry sign	apostrophe and abbreviation sign	hyphen	dash	com	
7th LINE (See Note 3)	{	italic sign		capital sign		used in forming contractions					

NOTE 1.—It will be observed that most of the signs of Lines 5 and 6 have two meanings, and the following rules must be carefully observed :—

ea can only be expressed by dot 3 when between two other letters.

The contractions **be**, **con**, and **dis**, shall be used as the first syllable of words, and as the second syllable provided that the first syllable is represented by a lower sign.

en and **in** may be used in all cases.

to and **by** are only used for separate words, but are written close up to the next word. **into** is also written in the same manner.

NOTE 2.—**ing** and **ble** may *not* be used at the beginning of a word.

com may only be used at the beginning of a word.

A **dash** should follow immediately the preceding word and should be followed by a space. A dash may also begin a line.

NOTE 3.—A **Capital sign** is provided, and its use is strongly recommended in all school books.

The italic sign (dot 6) is placed before a word to indicate that the word is in **Italics**; if three or more italicised words occur in sequence, however, the first is preceded by two and the last by one italic dot. (Dot 6 is also used before final contractions, see next page.)

CONTRACTIONS.

In addition to the ordinary meaning of the Braille signs, a different signification is assigned to them when standing alone, and when preceded by certain signs of line 7. Contractions are employed as sequences of letters, but not so as to overlap the separate words of a compound word; and in preparatory educational works syllabification should be adhered to.

Contractions may be used in proper names.

	(col. a)	(col. b)	(col. c)	(col. d)	(col. e)	(col. f)	(col. g)
Braille Sign.	When standing alone.	When preceded by dot 4.	When preceded by dots 2 and 4.	When preceded by dots 4 and 6.	When preceded by dot 6.	When preceded by dots 2 and 6.	When preceded by dots 2, 4, and 6.
A	a	...	...	...	...	...	...
B	but	...	...	...	...	...	...
C	can	Christ	...	tic	...	...	...
D	do	day	...	ound	...	...	...
E	every	ever	...	ence	...	ance	...
F	from	father	...	...	...	...	...
G	go	God	...	ong	...	...	...
H	have	here	...	graph	...	...	...
I	I	import	...	...	...	...	...
J	justice	Jesus	...	...	...	...	...
K	knowledge	know	...	...	...	...	...
L	like	Lord	...	ful	...	...	...
M	more	mother	...	ism	...	...	...
N	not	name	...	tion	ation	sion	...
O	O	one	...	...	...	...	...
P	people	part	...	ship	...	...	...
Q	quite	...	...	...	...	...	...
R	rather	right	...	tor	...	...	...
S	so	some	...	ness	...	less	...
T	that	time	...	ment	...	...	...
U	us	under	upon	..	...	...	...
V	very	verse	...	...	...	...	...
W	will	work	word	...	...	...	world
X	except	extra	...	...	...	...	...
Y	you	young	...	ity	ally	...	...
Z	...	...	...	...	...	...	...
AND	*and	...	...	...	...	...	...
AR	...	arrange	...	...	...	...	...
CH	child	character	...	...	...	...	...
ED	...	edge	...	...	...	...	...
EN	enough	...	...	...	...	...	...
ER	...	...	...	...	...	...	...
FOR	*for	...	...	...	...	...	...
GH	...	...	...	...	...	...	...
IN	*in	...	...	...	...	...	...
ING	...	...	...	...	...	...	...
OF	*of	often	...	...	...	...	...
OU	out	ought	...	...	...	...	...
OW	own	...	...	...	...	...	...
SH	shall	...	...	...	...	...	...
ST	still	strange	...	...	...	...	...
TH	this	through	those	...	...	...	...
THE	*the	there	...	...	...	...	...
WH	which	where	whose	...	...	...	...
WITH	*with	without	...	...	...	...	...
Comma	...	...	...	...	...	...	...
Semi-colon	*be	...	...	...	...	...	...
Colon	...	...	...	...	...	...	...
Full-stop	...	...	...	...	...	...	...
!
Brackets	were	...	...	...	...	...	...
"	his	...	...	...	...	...	...
"	was	...	...	...	...	...	...

The contractions of Column (a) are only used as separate words, with the exception of those marked with an asterisk.

The contractions **AND, FOR, OF, THE, WITH, A**, may follow each other without space, where the sense permits.

The contractions of Columns (b), (c), and (g) are used as separate words or parts of words.

The contractions of Columns (d), (e), and (f) are not used at the beginning of a word.

ABBREVIATED WORDS.

The following abbreviations are only used as separate words with the exception of those marked with an asterisk, which may also be used as parts of words :—

ab	about	*gr	grace
abv	above	*grt	great
ac	according	herf	herself
acly	accordingly	hm	him
af	after	hmf	himself
afws	afterwards	itf	itself
ag	again	imn	immediate
agst	against	imml	immediately
al	also	ll	little
alm	almost	myf	myself
alr	already	nei	neither
alt	altogether	o'c	o'clock
alw	always	onef	oneself
ans	answer	ourvs	ourselves
bcc	because	pd	paid
bef	before	*percv	perceive
bet	between	perh	perhaps
bey	beyond	*rcv	receive
chn	children	*rjc	rejoice
*concv	conceive	sd	said
cd	could	sth	saith
*dcv	deceive	shd	should
*dcl	declare	themvs	themselves
ei	either	thyf	thyself
eq	equal	to-d	to-day
esp	especial	to-m	to-morrow
*fth	faith	to-n	to-night
gl	glory	wd	would
gd	good	yr	your
gd-d	good-day	yrf	yourself
gd-m	good-morning	yrvs	yourselves
gd-n	good-night		


Note.—The addition of “g” to any abbreviated word ending in “e” in the above list signifies the replacing of “e” by “ing.” *Ex.* rcvg, receiving.

REMARKS.

Lower Signs.

Two lower signs may join each other if one of them is in contact with a sign containing either of dots 1 or 2. Not more than two lower signs may join each other unless all are punctuation signs.

Ellipsis.



An ellipsis should be indicated thus: 

Figures and Numerals.

The cardinal numbers, 1 to 0, are represented by the ten signs of line 1, preceded by the figure sign.

Thus—  26

The ordinal numbers are shown by writing the cardinal number and adding the proper ending.

Fractions are written by dividing the numerator and denominator by the sign  thus:  $\frac{7}{4}$; mixed numbers are similarly written.

Ex.  $5\frac{3}{4}$.

Money and weights and measures should be written thus:

 £6.

Roman numerals may be preceded by the capital sign.

Ex.  XL.

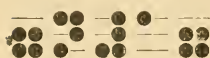
Scripture References.

In writing Scripture references chapter and verse should be indicated thus:

 John iii. 16.


Notes.

It is not advisable that any note in the text should exceed three words, other notes may be indicated in the text thus :



referring to the No. of the note, which should be placed at the end of the volume.

Poetry.

Except when arranged line for line, poetry may be written as prose by placing the sign  (AR) at the end of the last word of each line of the poetry. If the line ends with a punctuation mark the poetry sign should be written close up, otherwise a space should precede it. At the end of the verse the poetry sign should be doubled.

Paragraphs.

A new paragraph may be shown by three clear spaces, but if it deals with a new subject or is a numbered section of the text it may commence in the third space of a new line.

Punctuation, Composition, etc.

In all points of punctuation, abbreviations, and composition marks the usages of sighted printers should be strictly adhered to.

The order of punctuation and composition signs at the commencement of a sentence, phrase, or line of poetry should be—bracket, inverted comma, italic sign, apostrophe, capital sign ; and at the end—comma or other stop, inverted comma, bracket, dash, poetry sign.

BRITISH BRAILLE.

GRADE III.

The aim of Grade III. is not merely to effect a saving of space, but to assist rapid reading by bringing as much meaning as possible into each line. In taking up the study of this Grade it must be clearly understood that it is an extension of Grade II., but does not in any way interfere with the latter. Before attempting to learn Grade III. readers must first have acquired a thorough knowledge of Grades I. and II. Those who are familiar with the Birmingham System of Embossed Shorthand will find this knowledge very useful (though not essential) in studying Grade III., as the principles of outlining have been freely introduced into this scheme. On the other hand, many of the new features in Grade III. are of such obvious value that it is probable the Shorthand System will before long be revised so as to include some of these, and it is anticipated that the Shorthand System will be greatly enriched thereby.

The principles upon which Grade III. has been formulated are as follows :—

- (1.) The outlining of words by the omission of vowels ;
- (2.) Additions to contractions and abbreviations ;
- (3.) An extended use of the signs of Line 7 ;
- (4.) An extended use of sequences of words.

Outlining of Words.

- (1.) As a general rule, one vowel may be omitted between consonants, when such omission would save space, be obvious from the context, and cause no ambiguity. (Ex.—the word “mistress” may be written “mstrss.”)

NOTE.—In the case of the diphthongs “aw” and “ew,” the “a” and the “e” may be dropped before “w.”

- (2.) After the first syllable, diphthongs may be omitted between consonants. (Ex.—“maintain” and “overlook” may be written “ma^{nt}tn” and “^overlk.”)
- (3.) Where in any passage long words are of frequent occurrence and cannot be sufficiently curtailed by outlining, abbreviations for such words may (after their first appearance) be substituted, consisting of the characteristic letters of the words, and the abbreviation mark. Thus, in an article dealing with Parliamentary affairs, the word “Parliament” may be abbreviated and written “p’t,” or in an article dealing with

lighting etc., the word "incandescent" may be written "inc." In the case of proper names it would often be sufficient to give only the initial letter followed by the abbreviation mark.

Cautions.

- a. Great care must be used in outlining words of three letters, as ambiguity might easily be caused.
- b. When words are outlined the first and last letters must always be expressed.
- c. In words of more than one syllable the first or second vowel standing between consonants is usually needed on the first appearance of the word, especially when the two consonants are capable of combination. (Ex.—"sacrifice" should be written "sacr^fce.")
- d. Consonants between which a vowel has been omitted must never be represented by a digraph. (Ex.—"settle" may be written "sttle," but the first two letters must not be represented by the sign for "st.")
- e. Proper nouns, headings, and words of infrequent occurrence, must not be outlined upon their first appearance.
- f. In applying the above rules, the writers should bear in mind that the aim of outlining is to preserve so much of the word as will enable the reader to recognise it in its context *without difficulty*, and whenever the retention of vowel or diphthong will serve this end, the vowel or diphthong should undoubtedly be retained.

Additions to Contractions and Abbreviations.

- a. Between letters, some of the signs of line 5 shall be utilised as follows:—dots 35 bb, 34 cc, 346 dd, 345 ff, 3456 gg, 356 rr, 456 tt. In line 6, dots 56 shall express pp between letters.
- b. At the end of a word, dots 56 (except when it may cause confusion with the hyphen) shall express ce. Dots 1456 shall express es; dots 234 ge; dots 12345 le; dots 1346 ous; dots 146 se; dots 456 (except when it might be confused with the close of inverted commas) te; and dots 1356 ve.
- c. At the end of words the letters "ire" and "ure" may be expressed respectively by the letters "i" and "u."
- d. Between letters, "oa," "ua," or "au" may be expressed by dots 146.
- e. Dots 136 (the sign for "gh") may also be used to express "sp" at the beginning of a syllable.
- f. Except in proper names, the letter "x" shall express "ex" at the beginning of words or after a prefix.
- g. The letter "q" shall express "qu," except when it stands alone or as the last sign of a word.
- h. Dots 256 shall express "un," when these letters form the first syllable of a word.

WORD SIGNS.

	No. 1	No. 2	No. 3	No. 4	No. 5.
Sign.	Standing alone.	Preceded by dot 2.	Preceded by dot 4.	Preceded by dots 24.	Preceded by dots 246.
A	...	...	Appear	Among	All
B	But	...	Bring	Better	Brought
C	Can	...	Christ	Course	Cannot
D	Do	Does	Day	Doing	Done
E	Every	é	Ever	Each	Even
F	From	...	Father	First	...
G	Go	Goes	God	Going	Gone
H	Have	...	Here	Having	Had
I	I & If	...	Import	Idea	Ill
J	Justice	...	Jesus	Judge	Judgment
K	Knowledge	...	Know	Kind	Knew
L	Like	...	Lord	Life	Love
M	More & My	...	Mother	Many	Most
N	Not	...	Name	Nothing	Natural
O	O & On	...	One	Other	Over
P	People & Up	...	Part	Probably	Point
Q	Quite	...	Question	...	...
R	Rather	...	Right	Represent	...
S	So	...	Some	Same	See
T	That	...	Time	...	Truth
U	Us & Unto	...	Under	Upon	Unless
V	Very	...	Verse	...	...
W	Will	...	Work	Word	World
X	Except	...	Extra	Extreme	Example
Y	You	...	Young	Year	...
Z	As	...	Ask	...	...
12356	And	...	Any	...	...
123456	For	...	Foreign	...	...
13456	Of	...	Often	...	...
2356	The	...	There	These	Their
23456	With	...	Without	...	...
16	Child	...	Character	...	...
136	Though	...	Although	...	...
126	Shall	...	Short	...	...
1246	This	...	Through	Those	Thorough
146	Which	...	Where	Whose	While
1236	Who	...	Edge	...	...
12346	We	...	Consider	...	...
1346	Out & Our	...	Ought	...	...
236	Own & Now	...	Allow	However	...
25	Still	...	Strange	...	...
256	Or	...	Order	...	...
2456	No	...	Number	...	...
245	It (in combination "ar")	...	Arrange	...	...
3	An and Am	...	...	...	Another
5	At	...	...	...	...
35	Be	...	...	...	Belong
34	Is	...	...	...	Continue
346	Are	...	...	...	Down
36	Enough	...	...	...	Enclose
345	Been	Together	...	Too	Towards
3456	Were	Give	...	...	General
356	His	...	...	...	...
45	In	...	...	...	...
456	Was	...	...	...	Went
56	Come	Comes	..	...	Came

NOTE 1.—The contractions in column No. 3 may be freely used in combination, but to any other contraction nothing may be prefixed, and only one sign may be added, or one sign and an apostrophe.

NOTE 2.—Whenever two meanings are given to one sign, the second should be uncontracted wherever ambiguity may arise.

NOTE 3.—The contractions “be,” “con,” “dis” and “com” shall be used as the first syllable of words, and as the second syllable provided that the first syllable is represented by a lower sign.

NOTE 4.—In poetry the word “it” must always be uncontracted. When a short passage of verse occurs in a prose work, the quotation should be preceded by a double poetry sign.

NOTE 5.—Any number of lower signs may come together.

Abbreviated Words.

(The following list is in addition to the abbreviated words contained in Grade II.)

FIRST AND LAST SIGNS GIVEN :

it f Itself. *mf* Myself. *th k* Think. *y th* Youth.

FIRST TWO OR THREE LETTERS GIVEN :

<i>acc</i> Account.	<i>anx</i> Anxious.	<i>anx ty</i> Anxiety.
<i>be h</i> Behind.	<i>be l</i> Below.	<i>be n</i> Beneath.
<i>be s</i> Beside.	<i>bl</i> Blind.	<i>br</i> Braille.
<i>c er</i> Certain.	<i>gov</i> Govern.	<i>govr</i> Governor.
<i>govt</i> Government.	<i>in d</i> Indeed.	<i>nec</i> Necessary.
<i>nec ty</i> Necessarily.	<i>nec ty</i> Necessity.	<i>un t</i> Until.
<i>v ar</i> Various.	<i>v ar ty</i> Variety.	

CONSPICUOUS LETTERS GIVEN :

mm Member. *rmm* Remember. *n the ss* Nevertheless.
n with ing Notwithstanding. *qn ty* Quantity. *xd ing* Exceeding.

WORD-SIGNS ABBREVIATED :

e “every” (in combination at the beginning of words).
“ch” child (in combination at the beginning of words).
ack Acknowledge. *m* More in “moreover” and “evermore.”
o ce Once, *part r* Particular, *there f* Therefore, *where f* Wherefore,
wh ever Whichever.

“ou” at the beginning of a word shall express “out.”
 “ward” at the end of a word shall be expressed by “w.”

NOTE.—All abbreviated words may be used in combination.

Extended. Use of the Signs of Line 7.

Five of the signs of Line 7 shall be used at the beginning of a word, or after a prefix represented by a one-celled contraction, to indicate that the letter or sign which they precede is followed by the letters *ra, re, ri, ro, ru* ; as follows :—Dot 2 *ra*, 46 *re*, 26 *ri*, 24 *ro*, 246 *ru*. (Ex.—2tp “trap,” 46pfx “prefix,” 26fsk “frisk,” 24pb *ble* “probable,” *con*.246 *st ct* “construct,” 46p *ss* “press,” etc., etc.)

Similarly, the signs 35, 34, 345, 3456, 2456 and 235, taken to represent the letters *b, c, f, g, p* and *s*, when preceded by the foregoing five signs of Line 7, shall indicate that these letters are followed by *la, le, li, lo* and *lu*. (Ex.—2 35 *ck Black*, 46 34 *ver* *Clever*, 26 345 *gh t Flight*, 24 3456 *ss Gloss*, 246 2456 *m Plum*, *dis* 2 2456 *y display*, *in* 26 345 *ct Inflict*, 26 235 *pp ery Slippery*).

NOTE.—When more than one method exists for contracting a word, care should be taken to use the most readable signs.

Between two letters, the signs of Line 7 shall be utilised as follows :—

Dot 2 *ay, ai, or ia*. Dot 4 *ey, ei, or ie*. Dot 6 *oy, oi, or io*. Dots 46 *ee*. Dots 26 *ss*. Dots 24 *oo*. Dots 246 *ll*.

At the end of a word the signs of Line 7 shall be utilized as follows :—Dot 2 *ay*. Dot 4 *ey*. Dot 6 *oy*. 46 *ty*. 26 *ss*. 24 *ly*. 246 *ll*.

NOTE.—These final digraphs can be joined to nothing which follows them except punctuation marks.

Sequences of Words.

- a.* The signs “and” “for” “of” “the” “with” may be joined to each other, and to any one-celled or two-celled words.
- b.* “and” may always be joined to the word that follows it, unless such word (or its first syllable) can be mistaken for a portion of the verb “to be.”
- c.* The word “a” may always be joined to the word which precedes it, and the word “at” to the word which follows it.

d. The words "am" "be" "is" "are" "been" "were" "was" and "his" (all in Line 5) may be joined to the sign which precedes *and* the sign which follows, but may *not* be joined to only one of these unless it is a punctuation mark.

EXCEPTION 1. "is" and "are" may always be joined to any one-celled or two-celled word that follows.

EXCEPTION 2. "am" may be joined to "I" whenever it precedes that pronoun.

NOTE.—"am" may only be contracted when it can be joined to the pronoun "I."

e. Dot 3 when standing alone shall express "an." It shall also express it when joined to "and" "for" "of" "with" or a lower sign, in which case it must be joined to the sign which follows.

f. The words "as" "if" "on" "that" "unto" "which" "come" "enough" "in" may be joined to any one-celled word, or to any pronoun (except "his") which may follow.

g. The words "could" "should" "would," may be joined to a pronoun which precedes or follows.

h. The contractions "to" and "by" (which are always joined to the word which follows) can also be joined to a lower sign which precedes, except in the case of the words "in to."

i. Punctuation marks may only come within a sequence at the beginning or end.

NOTE 1.—When a Capital Sign is required the sign should be doubled, as another use has been made of the Capital Sign (26 in Grade III.).

NOTE 2.—The last two rules shall restrict the preceding sequence rules.

NOTE 3.—Any of the above sequences which form words that could possibly occur in the context must be avoided. (Ex. —"the more" which would read "them.")

